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ABSTRACT

Results of an undergraduate evaluation questionnaire administered to majors in 14 social science-related departments and programs at the University of California, Berkeley, are presented. Data are offered in tabular and textual formats. The document is presented in two major sections. Section I summarizes social science-related programs and offers recommendations regarding program improvement. Recommendations are that programs should offer more career information to students and low-enrollment classes for majors, and stress social applications of disciplinary knowledge. Section II provides evaluative findings in the following areas: advising; faculty and their teaching; curriculum, courses, and content; competition, testing, grading and student workload and performance; student participation in university affairs; overall satisfaction of majors with social science departments; orientation and information of office staffs; and departmental influences on student growth and learning. Information is included on the student population and methods of data collection and analysis. Sample questionnaires and open-ended comments by student majors are appended. (DB)

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SOCIAL SCIENCE-RELATED PROGRAMS AT BERKELEY

An Academic Review Using Comparative Student Evaluations

November 1979

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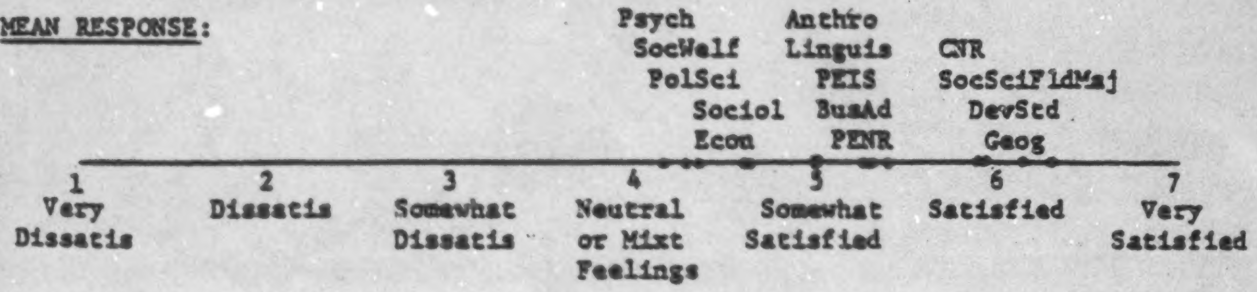
compiled by
Jeff Koon
Academic Review Unit Coordinator

QUESTION: All in all, how satisfied have you been to date with your major program (faculty, teaching advising, courses/curriculum, testing-grading, governance, etc.)?

MEAN RESPONSE:



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INTRODUCTION

As the Coordinator of the ASUC Academic Affair Office's Academic Review Unit (ARU), it has been my privilege and honor to collect, compile and interpret data from students enrolled in the social science-related major programs at the University of California, Berkeley. I believe that student evaluations of an entire educational program, and not just of the teaching of faculty, are generally valid statements in and of themselves, and one of the best indicators of the success, problems and needs of a program, department or university. Moreover, even if the validity of students' assessments are more limited than I believe, they are nevertheless an essential element to include in the University's program review/evaluation process, even though faculty and administrative supporters of the status quo may resent, and be politically biased against such input.

Although I have in many ways drawn upon an extensive ASUC and student support system in developing this work, the responsibility for the compilation and the interpretations in this report is my own. The reader is welcome, however, to draw his/her own interpretations and conclusions from the data, which are presented in sufficient detail to allow a relatively complete and independent review.

ACKNOWLEDGEMENTS

This review would not have been possible without the support of the many students who responded to the Academic Review Unit's "Undergraduate Major Program Evaluation Questionnaire." One thousand and thirty-two medium-length questionnaires were sent out to students in 15 social science-related departments and programs at Berkeley. Fifty-six students could not be reached, and 524 surveys were returned. If the reader is interested in why the students responded (or to what), the questionnaire, and its cover letters, are presented as Appendix B.

The support of the ASUC (Academic Affairs Vice President and Academic Affairs Office staff, other ASUC Executive Officers, the ASUC Senate, and other permanent and temporary staff) was vital to the successful completion of this medium-scale survey evaluation project.

Funding. Funding for this work is provided by the Offices of the Vice Chancellor and the Associate Vice Chancellor for Academic Development, after consultation with the faculty's Council on Educational Development, with money provided by the State Legislature and Governor, initially on request of the U.C. Student Lobby (Student Body Presidents' Council), for improvement, innovation, and evaluation of undergraduate education.

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SUMMARY OF FINDINGS

Introduction

Overall, the evaluation of the 14 social science-related departments and programs which are the focus of this report is reasonably positive; but one must hastily qualify that statement by adding that three programs were often rather poorly rated, that two others also seemed weak in many respects, and that most of the largest departments were not rated particularly well.

PROBLEMS AND SUCCESSES OF THE DEPARTMENTS AND PROGRAMS

Although the main body of the text gives equal emphasis to program successes and problems, the summaries associated with each section of the "Evaluative Findings" and the references to individual programs along the margins of the text are designed to enable a ready focus on such problems as do exist. The principal value of an evaluation such as this is, after all, to identify areas of needed improvement and to reduce any gap between the claims about quality and its actualization at the program level. (Stellar as well as weaker performances may also readily be discerned by a perusal of the Data Tables in the report.)

Because the text has been structured to allow for easy identification of the principal problem areas for each of the programs evaluated, this summary does not focus further on the individual programs.

SUMMARY FOR THE SOCIAL SCIENCE-RELATED PROGRAMS AS A WHOLE[1]

— Structure of the Major [page 3]. Most of the social science-related programs were seen as adequate to good in terms of the number of lower division prerequisites,*** number of required courses,*** availability of optional course plans (curricular subpath choices) for the pursuit of the major,*** sufficiency in number of small classes,*** and the scheduling or availability of courses.*** However, there tended to be an insufficient number of small classes and the scheduling or availability of courses was something of a problem in a number of cases. Several of the largest social science departments were recipients of weak or relatively weak ratings on several of these structural elements.

— Coverage of Content in the Major [page 7]. The general pattern of student ratings was indicative of adequate to strong performance regarding the matters of: curricular integration** and absence of repetition from course to course; the availability of advanced courses in all areas of student interest;*** availability of coursework coverage of the contributions of nondominant schools of thought;*** availability of fieldwork-related coursework and opportunities;*** quality of methodology courses;***'** and adequacy of equipment/computer facilities/supplies/media materials. There were some problems, however, and they were most prevalent in the insufficiency of: experience in real problem-solving and analysis in methodology courses; the availability of fieldwork-related courses and opportunities; the coverage provided of nondominant schools of thought; and the availability of advanced courses in all areas of student interest. Again, several of the largest departments received weak or relatively weak ratings on several of these elements of coverage and content. The coverage of nondominant schools of thought (and social issues) was usually seen as better in the social sciences than in the health or humanities samples, but expectations are legitimately higher in the social sciences.

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[1] See Appendix A, pages 12-13, regarding the application of the data totals to the "average" social science student.

***The probability that there are statistically significant differences between some of the department/program ratings (means) for this item is below .0000.

**The probability that there are statistically significant differences between some of the department/program ratings (means) for this item is below .01.

— Summative Rating on Coursework and on Learning Gains [page 12]. Almost all of the programs were fairly well-regarded as to the interest and challenge of their coursework,*** and students believed they would remember a lot of what they had learned for a long time to come.*** Since these ratings are presumably enhanced by the effects of strong, positive motivation in students' major area of study, the interprogram differences, with five programs receiving relatively lower ratings, may well be important also.

— Elements of Teaching [page 13]. Although ratings of the thoroughness of feedback on students' work*** were only so-so, most of the programs rated fairly well as to the effects of faculty and coursework on students' motivation to pursue ideas presented in class*** and their own intellectual interests,** and on faculty concern about social issues in their classroom teaching.***

— Summative Rating on Teaching [page 15]. With partial exceptions in perhaps three programs, students generally regarded teaching in their program as challenging, of high quality, and as likely to increase their interest in the subject matter.***

— Teaching Assistants [page 17]. The knowledge and preparation of Teaching Assistants was rated somewhat more positively than their effectiveness as teachers. The latter seemed to need some improvement.

— Faculty Contact [page 17]. The level of faculty-student interaction*** was satisfactory to only a few more students than it was dissatisfactory. Apart from study-list advising (and classroom contact), 52% of the respondents had had from zero to two out-of-class discussions with a faculty member during the previous three school-in-session months.** The average student (median) was known by name or sight to three faculty members.***

— Faculty Receptivity and Support [page 19]. Included under this rubric are: apparent faculty interest in and concern about undergraduates;*** faculty-student communication;*** student access to faculty advisors or advice*** and to good letters of recommendation;*** faculty acceptance of student input on course structure and content;*** availability of extra help or a referral when needed; and faculty receptivity to women, ethnic minorities, men, and the white majority. Students' probability of having comfortable access to a faculty advisor/advice, and to positive letters of recommendation from at least one faculty member was a 50-50 proposition. Otherwise, with the exception of three programs, the(se) elements of faculty receptivity and support tended to receive ratings ranging from adequate to very good. There were no overtly discernible, program-based patterns of discrimination against women/men or ethnic minorities/nonminorities.

— Competition and Testing [page 23]. With two clear exceptions (and a few borderline cases), students in most programs felt that competition at Berkeley's level was not conducive to their study or learning.** In most courses, tests were considered fairly accurate in their assessment of students' knowledge of the material, but general faculty clarity about course coverage/expectations about student performance received mixed ratings.**

— Grading, Workload, and GPA [page 27]. Grading was in most cases seen as more rigorous in the student's own program than in others.** Workload was rated as comparatively average,** but reported to be at a relatively modest number of hours per unit per week.* Both measures were lower-rated than in the health-

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***The probability that there are statistically significant differences between some of the department/program ratings (means) for this item is below .0000.

Same as footnote * but probability for this item is below .01.

*Same as footnote *** but probability for this item is below .05.

related sciences and selected humanities samples. With a few partial exceptions, students were generally impressed by the caliber or motivation of the peers in their program.*** Average GPAs ranged from 2.87 to 3.34.***

— Provision of Information to Students [page 31]. With some exceptions, orientations for students new to the major*** tended to be adequate. Information concerning the choice of courses and professors*** was generally but not invariably adequate, while information about prospective graduate or professional school programs** was only adequate and about bachelor-level careers*** was often not fully adequate. The helpfulness of staff in the programs' offices was generally rated as very good.***

— Affirmative Action [page 34]. With no more than one or two full and a few partial exceptions, there was a clear perception among the respondents that the number of women faculty,*** and of ethnic minority faculty*** in their program was too low.

— Faculty and Student Support for Student Participation [page 37]. The respondents strongly and fairly uniformly were supportive of the idea that their programs should facilitate an undergraduate organization and student input into the program, and most students had in fact been notified of at least one general meeting of the undergraduate organization for their program.*** They were divided almost evenly about whether they trusted their faculty to take student needs and views into account in decisionmaking for the program.*** Teaching evaluations seemed to reach almost every student in almost every class,** and the students strongly supported occasional faculty use of the Primer questionnaire so that teaching evaluations could be published.

— Influences on Students' "Overall Growth and Learning" [page 40]. The instructional process as a whole (i.e., not solely within the major program) was seen as moderately influential, and was rated at about the same level of influence as peers, students' own efforts at self-discovery/self-development,* their other personal commitments and involvements (e.g., leadership roles, employment, family matters, struggles with adversity),* and their own intellectual interests and pursuits (apart from any class assignments).* The influence of the national-international arenas and the broader human situation generally*** was somewhat less potent, and that of the broader University and community environment (cultural, political, etc.) yet less so.*

-- Overview of Department/Program Contributions [page 43]. With a few partial exceptions, the programs received reasonably high ratings by students of their contribution to gaining a thorough understanding of the subject matter.***

Provision of training in critical thinking and analysis** and the provision of a broad, general, humanistic or person-centered education*** also received reasonably high ratings. With only a few exceptions (principally regarding the provision of a broad, general education), the contribution ratings for these first three items were not substantially below the level of emphasis apparently desired by the students in the various programs. Program contributions to promoting social responsibility or developing skills useful in the community*** received ratings that were lower, clearly weak in several programs, and the typical program's emphasis on these matters was somewhat less than fully desirable.

The programs' contribution to preparation for graduate or professional school were fairly well-regarded and students did not appear to want much more emphasis on this aspect of education. Program contributions to students' preparation for a

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***The probability that there are statistically significant differences between some of the department/program ratings (means) for this item is below .0000.

Same as footnote * but probability for this item is below .01.

*Same as footnote *** but probability for this item is below .05.

career*** fall almost midway between high and low, and more emphasis on this goal was desired by students in most of the programs.

-- Overall Value of the Subject Matter [page 51]. There was very little question in the students' minds that the study of their subject matter would be of permanent value in their life and/or work.***

-- Overall Satisfaction [page 51]. The average (mean) respondent was "Somewhat Satisfied" with his/her major program (including all its aspects).*** About seven in ten indicated that they were more satisfied than not, one in ten had neutral or mixed feelings, and two in ten expressed some level of dissatisfaction. Five programs received relatively weak ratings (in the range from Neutral/Mixed to Somewhat Satisfied), five fell at about average for the entire group, and four received ratings averaging "Satisfied." Satisfaction with one's total experience while at Berkeley was indicated by three out of four of the respondents, with neutral or mixed feelings felt by one in eight, dissatisfaction by one in seven.

RECOMMENDATIONS
(with Educational Policy/Planning Considerations)

PROCEDURAL RECOMMENDATIONS

Departments and Programs[1]

Faculty members in all of the departments and programs[1] evaluated in this report (see page 4) should review the text and tables to ascertain the following:

1. Where their students' ratings indicate that they are relatively less effective than other departments and programs.[2]
2. Where their students rate them relatively well, but where most departments and programs appear to need improvement.[2]

N.B.: Whenever a problem may be said to exist in any of the areas covered in this evaluation, the abbreviation for the department/program appears along the margin of the page (in the text). These references should facilitate the review of the report as suggested in points 1 and 2 above.

3. Where students' ratings indicate a relatively high performance, suggesting that the department/program in this respect can serve as something of a model and probably should not be subject to substantial alteration.

Campus, Senate and College Authorities

Some of the recommendations on topical matters and process (see below) need effective consideration, support, monitoring and/or (co-)implementation by Administrative and Senate agencies and individuals such as the Committees on Educational Policy and Budget and Interdepartmental Relations, the Executive Committee of the College of Letters and Science (and equivalent committees in other schools/colleges), the Council on Educational Development, department and program chairpersons, deans, provosts, the Associate Vice Chancellor for Academic Development, and The Vice Chancellor and Chancellor.

TOPICAL RECOMMENDATIONS

The recommendations which follow are confined principally to concerns which are applicable to several, most, or all of the social science-related departments and programs. [Many of the recommendations are also applicable to the human-oriented professional schools and humanities departments/programs as well.] Among other uses, these recommendations can serve as food for thought for persons employing the procedure suggested in the "Procedural Recommendations" (above).

Structure of the Major; Distribution of Faculty Teaching Time

The design of program curricula should be such that there are at least one or two low-enrollment classes for every student in the major [see page 5]. In programs with extremely high enrollments, the Administration/College may need to (should) provide more teaching staff, at least on a temporary basis, to enable the faculty to offer a set of small classes; where enrollment levels are not a substantial problem, program faculty should review their entire pattern of course offerings and shift resources internally to enable one or two low-enrollment classes (primarily for majors) to be offered.[3]

Since faculty teaching time has continued to shift disproportionately away from undergraduates during the last two decades,[4] and since undergraduate enrollments have recently been increased at Berkeley, there should be a modest shift of faculty teaching time toward undergraduate instruction. Indeed, with the level of faculty-student contact being no more satisfactory than unsatisfactory to the social science respondents [see page 17], and with feedback on students' work not being thorough enough in many classes [see page 13], faculty attention to upper division education in the social sciences currently seems somewhat low.[5] (Several other signs of inadequate levels of faculty contact with students are also cited in subsequent recommendations.)

As we all know, promotional credit for teaching, especially in tenure decisions, is considerably underemphasized relative to University policy, especially at the Berkeley campus. The educational impact of this situation will be exacerbated as the retirement age is extended, and this fact provides all the more reason to give proper credit to teaching and to use teaching evaluation in early retirement-related phasedown/competency testing.

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[1] Faculty members associated with the transdepartmental majors ("group majors" and other programs relying substantially on courses offered in other departments) should also note the qualifications concerning the results of the evaluation for these programs (see Appendix A, pages 6-7).

[2] Please remember that the student ratings, whether expressed as proportions of the respondents choosing various response categories or as means (as in the Data Tables), are imprecise (as suggested by the confidence intervals), but also represent the "best estimate" of students' views.

[3] Note: the forthcoming, new accounting system for graduate student full-time equivalencies (FTEness), with 12 units of graduate or 15 units of undergraduate coursework set equal to one FTE student for State budgetary purposes (at least through the Master's level), may put pressure on departments to develop more graduate courses in cases where graduates currently enroll in upper division courses. The creation of additional, separate graduate courses would run counter to the educational policy considerations discussed in this recommendation. The Academic Senate may find it necessary to establish provision for the joint offering of undergraduate-graduate coursework (with slightly different requirements set for each level of coursework in each dually-numbered offering). (A special Berkeley Division committee has just been formed to study FTEness problems at both levels of student.)

[4] Data to support this contention is available on request from the Academic Review Unit (c.f., references number 9 and 11 in Appendix D).

[5] The Academic Review Unit's Fall 1978 Report on all of Lower Division Education at Berkeley (available on request) suggests that problems are more severe at the freshperson-sophomore level.

Career-related Concerns

Faculty leadership is needed in almost all departments/programs to improve information concerning careers for students with a bachelor's degree from the program [see page 53], and to provide better information on graduate and professional schools (and associated professions) [see page 33]. To provide better information about career-related opportunities at the bachelor's degree level, program faculty and staff should work with the Career Planning and Placement Center to develop information about careers typically accessible and attractive to their graduates (for publication/distribution to students) and to establish "career day" programs for their majors. Effective channels for referral of students should be developed with the Career Planning and Placement Center, the Office of Student Advising and Assistance (pre-professional advising and letters-of-recommendation service), and the Counseling Center (e.g., for students concerned about careers, but wanting more detailed information, or having a need to explore the personal qualities and talents typically associated with various career-related choices).

Surveys of recent alumni of the program should be used to develop better information about the actual, subsequent career paths of graduates from the program. Such surveys should also gather information about income levels and alumni satisfaction—with employment and with the education and credentialling provided by the program. The results of such surveys should be made available to all current and prospective students. (The Academic Review Unit can be of some assistance in survey development, and perhaps more.)

There is also an underemphasis generally on career preparation [see page 49]. In drawing this conclusion from the data, however, we do not think it appropriate to employ a simplistic and falsely-dichotomous framework that pits "liberal arts" against "career-oriented" education. Our solution to this problem is evolved in the subsequent recommendation.

Considerations Regarding Faculty Hiring Priorities and Use of Teaching Resources

The Community and World of Work. While many students (and faculty) may focus on the idea of career-related training in simplistic (but differing) ways, it is suggested here that there is an underlying problem to be addressed, a problem closely associated with the older concept of "relevance." For example, on an item somewhat related to career preparation, the respondents suggested that there is insufficient department/program concern for student development of skills useful in the community [see page 47]. There are also needs to develop and effectively make curricular use of discipline-related fieldwork and academic-experiential education generally in a number of programs [see page 9]. (Nothing establishes academic learning in the mind of the learner and enhances motivation as much as *real* experience associated with that learning.) Fieldwork courses need *not* be taught or even coordinated by regular faculty, but resources must be committed, and faculty must support such efforts as an important and integral component of a social science education.

Social Responsibility and Faculty Diversity. The item concerned with skills useful in the community (see immediately above) also included the concept of "promoting social responsibility" ["or developing skills useful in the community"]. There is an important reality to this combination. In many of Berkeley's departments and courses, coursework too often excludes an academic-critical analysis of the uses (in careers, politics, etc.) to which disciplinary knowledge is put. Moreover, the various values related to the social application of disciplinary knowledge should also be addressed in the classroom and text.

Given the size of the Berkeley faculty (and of many of the social science departments), there is also insufficient coverage in many cases of the contributions of schools of thought which are not dominant in the discipline and/or department [see page 9]—primarily because there are too few faculty who can teach a full course on, and present positively (but critically, as usual, one would hope), the perspectives and analyses which are not their own. But Berkeley's lack of faculty diversity in this regard is probably much more substantial than is suggested by the results on this one item, because a higher proportion of students nowadays is concerned about getting a degree, and not necessarily about getting an education, or about learning for its own sake. This low level of involvement in general learning/education is suggested especially by the results on items concerning the extent of influence, on students' "overall growth and learning," of the broader University and community environment [see pages 41-42] and of the State-national-international/broader human situation [see pages 41-42].

In the 1960s, the students caught up with and surpassed the faculty here in level of consciousness and concern about society and self, and in the analyses of social and disciplinary assumptions and values. In the 1970s, this level of consciousness has slipped back considerably. Meanwhile, many of the faculty stil remain so afraid of the social, institutional and discipline-related questioning that was typical of the 1960s and early 1970s that they have eschewed their educational responsibility of providing leadership in the critical analysis of their discipline/society. (Other faculty members are simply too enmeshed in the traditional schools of thought or the status quo in society to be of any help.) The entire situation, of course, has been exacerbated by the increasing average age of the Berkeley faculty (associated with the disproportionate number of faculty hires in the late 1950s and early 1960s), the forthcoming extension of the faculty retirement age, the rejection of nontraditional candidates for tenure,[1] and the slow strangulation by the Administration, typically with faculty support, of programs in which students and/or faculty have been critical of society, the University, the status quo in their discipline, and the like. (This is sometimes effected through the program review process.)

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[1] In many departments, collegiality (the acceptance by established faculties of less traditional and/or more critical colleagues, in tenure decisions and even in initial hiring) has become too important; there is also an overemphasis on traditional research published in traditional sources and, of course, on research as contrasted with teaching; and there is too little regard for communities and publics other than those with power and money. These situations have contributed substantially to the elimination of almost all semblance of public dissent and much of the disciplinary, societal and institutional questioning—and the institution's intellectual vitality. The narrow perspective that faculty research is the only thing that really matters (which is a predominant assumption here among faculty and administrators) has greatly diminished the socio-cultural criticism upon which much of Berkeley's international reputation was actually established. Even in terms of faculty research, Berkeley could very easily be in the twilight of its greatness, living off the reputations of its senior faculty (some of whom are past their intellectual prime), particularly insofar as research and teaching are addressed to the future and frontiers of knowledge, understanding and society. Clearly, we have already become a nearly placid, if not yet stagnant, backwater, caught up in the morass and miasma of the status quo. Soon Berkeley may sink forever into mediocrity.

Ethnic Minority Faculty; Women Faculty. Compounding the problems noted above are two more, the solution of which cannot entirely "solve" the others. The reference is to the shortage of ethnic minority faculty [see page 35] and of women faculty [see page 34]. More ethnic minority and women faculty members are needed to provide *some* of the missing diversity of perspective and subfield coverage. Such faculty are also needed to begin to round-out students' access to enough varieties of empathic mentors, advisors and recommenders.[1]

To take the example of women faculty, in 1977 the L & S Social Sciences departments (excluding History but including Afro-American Studies), with 188.5 full-time equivalent (FTE) ladder faculty, were short 14.16 FTE women (as judged by the utilization analysis and availability pool data presented in Berkeley's 1978 report to the Department of Health, Education and Welfare). While 14 FTE does not at first seem to be a substantial shortfall (e.g., it is only 7.5% of the whole of 188.5 FTE), the availability pool-related targets in many respects represent a bare minimum since the *target* for women faculty, all told, was only 37.12 FTE, which constitutes only 19.7% of the 188.5 FTE total, and since the proportion of women in the availability pools is rising. MORE IMPORTANTLY FOR ITS EFFECTS ON STUDENTS (approximately half of whom are women in these programs), the current shortage means that WOMEN ARE REPRESENTED AMONG THE LADDER FACULTY AT ONLY 63% OF THE "EXPECTED" TOTAL.

Similar considerations apply to ethnic minority faculty members. In this case, the numerical shortfall relative to the availability pool is currently lower than for women, but the proportional shortfall is probably as severe and the total number of ethnic minority faculty is pitifully low at Berkeley. The Fall 1979 report of the Divisional Committee on the Status of Women and Ethnic Minorities gives the 1977-78 ladder rank FTE of Black faculty members at UCB as (only) 1.8%, *and of* (*all*) *Hispanics*, *as only*(!) *1.5%*.

Summary Recommendations. To begin to remedy the problems noted above, and to cope better with the realities in the coming 15 years,[2] departments should conduct a thorough review of their faculty hiring priorities. The Administration and Budget Committee should decline to extend recruitment authorizations for faculty until such a review is completed, and should regard with greater favor those departmental requests which move toward solution of the problems noted. The departmental reviews of faculty hiring priorities should be conducted with a view toward establishing their highest priorities in areas of expertise, perspective and personnel which are least adequately represented currently, but which are still appropriate to "selective development" from a University-wide perspective.[3] With the ready consent of Administrative and Senate authorities, departments should also give close consideration to the inclusion of missing subfield coverages and schools of thought in the (revised) job descriptions of all assistant professors who are terminated or leave, such that needed adjustments do not await an entirely new generation of faculty hires.

Since the shortage of ethnic minority and women faculty is often reflected in specific lacks of subfield coverage in social science-related departments, departments in their reviews may well need almost uniformly (at least initially) to develop faculty hiring priorities/job descriptions which require principal or subsidiary expertise in those subfields where ethnic minority and women candidates are most likely to be found in high proportions and most likely to provide the most qualified candidates. For example, better coverage might be desirable in the Anthropology/Economics/Political Science/Psychology/Sociology of ethnic minority groups and communities, and of women, *within* a number of other subfield areas in these disciplines.

It is also important to establish other priorities to begin to provide better coverage of un(der)represented schools of thought and (appropriate) subfields of interest to current and future students.[4] Expertise in tieing the discipline to its social responsibilities, related social issues, and to applications in the community and world of work should also be given higher priority. Faculty members representative of the dominant schools of thought in the various departments, and the older, established networks of prestigious and powerful faculty must come to accept a greater diversity of colleagues, a broader definition and recognition of quality, and the presence of perspectives that may disagree with their own.

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[1] According to the report of the Joint Planning Committee, ethnic minorities, in total, are expected to comprise about 56% of public school enrollments in California by 1990. [Report of the Joint Planning Committee, *The University of California: A Multi-campus System in the 1980s* (Berkeley: Systemwide Administration, University of California, September 1979).] If Berkeley continues to neglect its social responsibilities by refusing to round out its programmatic coverage, its faculty, and its student body (especially in the area of Chicano needs), we should be little surprised if the Legislature, which will become more representative of California's diverse ethnic population, may tire completely with Berkeley's two decades of disregard of these social responsibilities, and divert funding to far more general, and possibly equally important, social needs. Of the 56% population of minorities in K-12 public schools in 1990, the largest group by far will be Chicanos. In Fall 1978, Chicanos constituted only 2.2% of the total nonforeign student population at UCB. Five years earlier, their proportion was about 2.1%. Black student enrollments at UCB now total 3.6%, having declined by one-third at the upper and graduate division levels between 1974 and 1978. (Blacks are the second-largest minority group in the State.) See also reference #5, Appendix D, which is available on request from the ARU.

[2] The Joint Planning Committee [see reference in footnote 1] notes that a 15% decline in the typical, college-going population group (ages 18-24) is expected to occur in California in the next 15 years, with substantial declines beginning in 1983. If the "take rates" for ethnic minorities remain as they are now, the shortfall may be as high as 21%. Given the twilight-of-greatness considerations (footnote, page vi), Berkeley's failure to attract Chicanos (footnote 1), the political difficulties of closing a campus, and the greater long-term possibilities for greatness as a University *system* (which the Joint Planning Committee emphasizes), there arises considerable question about whether UCB's current surplus of applications will last much beyond the mid-1980s, and also whether the UCB campus should or will be shown any special consideration in the long-term.

[3] Generally speaking, the balances and diversities proposed in these recommendations are not at all incompatible with selective development from a Systemwide perspective.

[4] Some broader hypothetical examples: a psychology department might have insufficient coverage of humanistic psychology, of the psychology of women, or of social psychology as regards ethnic minority cultures/communities; a social welfare department might lack coverage of the single-parent family or of welfare needs/effects in ethnic minority communities; a political science or economics department might be deficient in scholars reasonably sympathetic to Marxist analyses, or have no expertise to offer on the role/status of women or ethnic minorities in the political economy of life in the U.S.A. In some cases (e.g., humanistic psychology), the needs of undergraduate education should be counted as sufficient to hire a ladder faculty member (or perhaps more appropriately, a Security-of-Employment-track lecturer) in a subfield that will not be built to critical mass (size) for effective graduate-level coverage. (If a ladder faculty member is hired, the Department may wish to tie subsidiary coverages to a relatively close, cognate subfield/group of faculty.)

[Very similar considerations to these also apply in many of the human-oriented professional schools and in many humanities departments.]

Teaching Assistants

All Teaching Assistants (T.A.s), and faculty, should be evaluated quarterly with a typical form for student evaluation of teaching.[1] All departments/programs should have a T.A.-training program, with unit credit provided for the graduate students.[2] Ideally, this training should in part precede the graduate student's first service as a T.A. Teaching Assistants receiving relatively lower student evaluations at the end of the first quarter (e.g., in the lowest one-third, unless almost all are rated fairly highly[1]), should be required to repeat or continue T.A.-training. Except when vitally necessary, (e.g., because of a dearth of graduate students relative to T.A.ships or the absence of needed expertise), no T.A. should be reappointed (or employed as an Associate) unless he/she has good student evaluation of teaching ratings, or at least continues to train and to improve his/her teaching.[1] [See page 17 of the text regarding Teaching Assistants.]

Competition, Testing, Grading and Workload

For more students than not, the level of academic competition at Berkeley is a hindrance to studying and learning [see page 23]. This situation is often exacerbated by insufficient faculty clarity about what courses will cover and what students need to know or do to earn good grades [see page 25]. Combine these factors with a certain absence of intellectual ferment [see page vi] and the resultant dynamics of the educational process may well have undermined students' motivation to pursue their subject matter with the kind of time investment that seems educationally appropriate, and which seems too low in some of the social sciences [see page 28]. As was also found in the Academic Review Unit's evaluation of lower division education at UCB, there appears to be little correlation between the social science student's hours of study (per unit per week) and his/her Grade-Point-Average [see page 30].

The use of *reasonable* "absolute" or competency standards is recommended where "objective" tests are used. ("Reasonable" means that the average UCB student, with the proper amount of work per unit, should be able to meet the learning goals for the course and get an "A" grade.[3]) Workload-based standards should otherwise be employed, and can be applied even when "objective" tests are used. (Workload-based standards do impose a requirement for a reasonable, but lower, minimum of competence and quality of work by students, but emphasize primarily the quantity of work, the ability to deal with information successfully, and general breadth of understanding, with accompanying assurances that the standard, when met, will warrant an "A" grade.) Note that workload-based standards are perfectly appropriate for the more subjective elements of a liberal arts education.[4]

Teaching and Advising, and Their Evaluation

Students in all of the social science-related departments and programs strongly endorsed the idea that faculty occasionally should evaluate their larger classes, and those required for the major, through *Primer* (the ASUC Course Evaluation Guide), so that students will have access to published evaluations of faculty teaching [see page 39]. *Primer* is developing a new, one-page form which produces a carbon copy of the evaluation when filled out, allowing both *Primer* and the department immediate possession of a copy of the results. The form of course includes the item[5] that has been recommended by the Vice Chancellor and Budget Committee for interdepartmental use, so that departments may choose to evaluate all of their faculty through *Primer*.

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[1] The form for the evaluation of T.A.s by their students should include at least two key items. The first, in parallel to the item recommended for cross-campus use in faculty evaluations, should read: "Considering both the limitations and possibilities of the subject and course, how would you rate the overall teaching effectiveness of this Teaching Assistant/Associate?" [1= Not at All Effective, 2, 3, 4= Moderately Effective, 5, 6, 7= Extremely Effective.] A second item should provide an overall focus on the knowledge/preparation of the Teaching Assistant (such as Question 38.A in the UMPEQ does). Useful too is an item on "feedback" (like Q. 26).

Rehiring of T.A.s should normally be restricted to those who receive a mean "overall teaching effectiveness" rating equal at least to 5.6 on the 7-point scale (the equivalent of a "B" grade), or who are in the upper third of the T.A.s evaluated. Only data from the second and later quarters of student evaluations of T.A.s should be considered in reappointment decisions (or selection of Associates).

T.A.-training programs in departments from similar disciplinary areas (e.g., the languages) should be evaluated in substantial part by the comparison of the rating, per section, for key items included on all forms for student evaluation of teaching by T.A.s.

[2] Assuming unit credit is awarded to T.A.-training but that official credit for teaching classes is *not* given to faculty members (although other teaching-related promotional credit should be given), the award of units to T.A.s would not lead to the problems cited in footnote 3 of page v.

[3] Remember that the "average" student is at the middle of a distribution. In actuality, fifty to sixty percent of the students, or even more with a little more study, might honestly earn "A" grades in the typical course. Missing currently is the clear possibility for all students to do well (thereby eliminating competition) and a greater surety that efforts at learning will be rewarded in the coin of the realm (grades). This creates a situation where many students try to "get by" on a minimum of work, even when the course, as offered, may involve enough workload to warrant the number of units it carries.

It may offend some to propose that the "average" student should be able to earn an "A" grade if he/she studies at the official level. But since UCB draws on the top eighth (higher yet, actually, because we select the first half of our freshpersons from the top of a large applicant pool), it hardly seems preposterous to assume that most UCB students should earn very high average grades. Thus three hours of study per unit per week (including class time)—the official Senate standard—should be sufficient for such a person to earn an "A" grade. The more advanced student can obviously earn an "A" grade in less time, while the less advanced would require more. Indeed, we may be doing Berkeley students an extreme disservice when grading "on the curve" is employed. [I make roughly the same argument, by the way, as regards faculty teaching evaluation data obtained from students. A 6.3 average on a 7-point scale, the equivalent of a 3.5 GPA, should qualify a faculty member as an excellent teacher in promotional evaluation. I choose 3.5 rather than 3.0 because the latter is barely passing for a graduate student and faculty members, if excellence is truly required in teaching too, are presumably a cut above the minimum passing level for graduate students.]

[4] This recommendation seems substantially in accord with the concept advanced by the Joint Planning Committee, which proposed a less traditional approach to admissions criteria and more emphasis on competence as a graduation requirement. [The full Joint Planning Committee reference is given in footnote 1, page vii.]

[5] See footnote 1 above for the wording of this teaching evaluation item.

The Committee on Budget and Interdepartmental Relations (the faculty promotion committee) and the Chancellor's Office should by now insist that all promotions and merit increase dossiers include the results of student evaluations on the one item recommended for cross-campus use, for all levels of teaching in which the candidate has engaged, and for all courses taught. Comparative information should be provided which gives the departmental mean and standard deviation for all courses for each of the quarters represented in the dossier. Other measures of teaching quality (especially workload, e.g.) may at times be valuable as a supplement to this core information, but in almost all cases such would be of tertiary concern because of weaknesses associated with validity and reliability, or duplicate the assessment of the research/general qualifications of the candidate. While comparative information should also be provided concerning teaching workload, workload is a fully legitimate factor to consider in assessing teaching—and given the relatively poor access to faculty advisors/advice [see page 21] and to good letters of recommendation [also page 21], departments should be sure to give promotional credit for time spent by faculty as advisors, whether formally or informally.

Some Thoughts on the Transdepartmental Majors

Six transdepartmental majors (e.g., "group majors" in L & S) were assessed in this student-originated evaluation. While most of these programs tended to receive higher evaluations than most of the departmental majors, one did not. Perhaps the high evaluations in certain programs are associated with faculty enthusiasm, intellectual ferment of the kind we suggest is too little present [page vi], and with being on the challenging or cutting edge of a bi- or tri-disciplinary intersection (perhaps especially when the focus is on current social problems and needs of the future). For example, Development Studies and the Conservation of Natural Resources major were particularly highly rated, and the programs in Political Economy of Natural Resources and in Political Economy of Industrial Societies were fairly well-regarded.

Sadly enough, the very high evaluations of the Social Science Field Major will be difficult to sustain in the future, since the Administration and faculty of L & S have been unwilling even to provide some modicum of permanent teaching staff (FTE) to this program.[1] Where student demand is high enough (and there will always be a fair number of students who want to study across the set of social sciences unless a terribly raunchy program is all that is provided), such permanent-concept "field majors," where there is no graduate-level instruction and no discipline-based research possibilities for ladder faculty members, should *permanently* be assigned one or two Security-of-Employment-track Lecturers (or possibly ladder faculty members who are good teachers, if any are willing). Such permanent support is essential if program stability, continuity and the necessary strength of student advising in a major with a number of course plan options is to be maintained.[2] Beyond the bare minimum core of one or two S.O.E. Lecturers, the rotation from other departments of *interested* faculty to teach (in) some of the program's courses is entirely appropriate; but without a stable core, the rotation of departmental faculty through such a program (together with the employment of temporary teaching staff) cannot help but result in extreme fluctuations in the curricular integration, stability, coverage and quality of the program. (The validity of these statements is also apparent in the history of the "Department of *Instruction* in Biology," which is also a field major, where there have been extreme fluctuations in quality.) Alas, a program using this inferior design is all that Dean/Provost Roderic Park of L & S will provide for these field majors, both of which are vital to include among the choices of undergraduate majors and which together enroll 6% of all L & S majors.

Student Participation in Departmental/Program Decisionmaking

As recommended by an overwhelming majority of their students, every "program should include undergraduates on most committees, provide an office, allow a quarterly mailing, etc., to facilitate undergraduate organizing and input" [see page 37]. But in several departments, large minorities of the majors had not received even one notice of a meeting of a general undergraduate organization in their program [see page 37 also]. Departments should take the opportunity provided by President Saxon's new policy on student participation (April 12, 1979) to establish a faculty-student committee to examine the matter of student participation in the department and establish permanent ways of ensuring representative and informed student input about all departmental issues that might affect students or their successors. (The Administrative side of the campus, including departments, is obliged by Saxon's policy to review student participation and develop a plan for the enhancement of the level and quality of that participation.)

Even when prospective student representatives do not step forward to seek election to, or express a willingness to serve on, departmental committees, it is imperative that departments continue to make access to student input available. Whatever the case, program faculty/chairpersons should actively seek student input about issues affecting students, and maintain an undergraduate (and graduate) organization to facilitate student-faculty/departmental interchange of all kinds, including socially, intellectually, about careers, for purposes of advising and to provide help in orienting new students, and the like.

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[1] In an abuse of the program review process, the Social Science Field Major was reviewed three times in almost as many years until a report was obtained that (finally) recommended against a Security-of-Employment lecturer FTE for the program (with Paul Von Blum the likely and unfortunately unretained candidate). Von Blum had won awards as a distinguished teacher (and had even published a fair amount, which would not be required of an S.O.E. Lecturer), and was renown for his dedication to teaching, advising and students.

[2] There are many other important reasons for the occasional use of S.O.E. Lecturers, including in huge, introductory classes, but I will not go into them here. Nor will I take the time to refute all the (typically weak) arguments that have been advanced against their use—especially when a paltry number of such persons would do wonders for the quality of undergraduate education at Berkeley.

EVALUATIVE FINDINGS

INTRODUCTION

ORGANIZATION OF THE REPORT

It is always difficult to decide where to begin in an analysis of a relatively comprehensive program evaluation questionnaire in which many of the foci overlap and interrelate. We have chosen to start the text with the presentation of the respondents' assessment of the curricula in their upper division major programs. Curricula are examined with respect to structure (prerequisites, options within the major, course scheduling, etc.) and general coverage of content (methodology, availability of advanced courses, social responsibility, etc.). The report then proceeds to the students' evaluation of various elements of faculty teaching, and of teaching assistants, as well as of contact with faculty and faculty receptivity to students. The next section looks at the dynamics of the evaluation/learning process--testing, grading, workload, student performance, competition. The adequacy of information provided to students (advising, broadly speaking) is then brought into focus. There is a small section on student views of faculty- and student-related affirmative action. Student participation in program decisionmaking, one of the best ways to help ensure that quality of the educational program is maintained, is also reviewed.

Subsequently, the report proceeds to broader foci. First, there is a comparison of the relative impact of various possible influences in the Berkeley environment, including the strictly academic. Second, there are student assessments of their program's contributions to various educational goals--understanding the subject matter, a "liberal arts" education, and preparation for a career and/or graduate or professional school. Finally, there is an examination of "overall" student satisfaction, with the strictly academic as well as with the total experience at Berkeley.

Within the sequence of topics outlined above, the differences between the students' ratings of the 14 social science-related programs are of primary concern. For each subsection of the report, a "Summary of Problems by Department/Program" is also provided. This structure allows the reader to focus in summary fashion on the relative departmental/program performance in each of the broader topical areas of evaluation. (When a subsection of the report includes a discussion of only one or two questionnaire items, however, there is typically no such summary provided.)

Appendices. The reader's attention is also called to the appendices: student characteristics, the sampling, the methodology (Appendix A), the Undergraduate Major Program Evaluation Questionnaire (UMPEQ) and its cover letters (Appendix B), open-ended comments by the student majors (Appendix C), and the bibliography of previous Academic Review Unit reports (Appendix D).

Open-Ended Comments. PLEASE NOTE THAT THE CONTENTS OF APPENDIX C, the open-ended comments of the student majors, ARE NOT OTHERWISE INCLUDED IN THIS REPORT. That is, NONE of this material has been incorporated into the text. While we cannot attest to the representativeness of any given open-ended comment, it is hoped that some of them will provide ideas for those faculties interested in improving their program. The reader can check for the representativeness of such comments by reference to the broader-based, survey results reported in the body of this text.

METHODOLOGICAL SUMMARY

Actual Item Wordings

In the discussions in the text, questionnaire items are often worded in abbreviated form. Should the reader wish to refer to the item in its full, original version, s/he may consult the adjacent Data Tables or Appendix B.

Program Differences and Social Science-related Program Totals

When there were differences between the assessments of students enrolled in the 14 programs included in the write-up of the survey, these are invariably noted in the text. For all evaluative items in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ), a full table of the results is presented.

Strictly speaking, the totals reported for "Social Science-related Programs" in the Data Tables in this text do not represent the "average" response of students in the social sciences (because lower proportions of majors were sampled in the larger programs and because of the inclusion of non-L & S programs). In most cases, however, the differences between the totals as reported and an "average" for all social science students is rather small. (See Appendix A, pages 12-13.)

Methodological Notes

Following below is a synopsis of a few of the key methodological and interpretive strategies that you may wish to review before proceeding to read the evaluative findings. The reader may refer to Appendix A for greater explanatory detail on most of these points.

1. Little or No Bias. When compared with the original sample drawn from the Winter Quarter list of names, there does not appear to be any substantial bias in the population of respondents as contrasted with nonrespondents.

2. Format for Reporting Program-by-Program Percentage Responses. Many of the UMPEQ items are designed in a 1-5, scaled format. Most typically, the scaled, response categories consist of: 1= "Strongly Disagree"; 2= "Disagree"; 3= "In Between"; 4= "Agree"; and 5= "Strongly Agree." In addition, there is typically a "0" category labelled "Don't Know or Not Applicable." In the text, THE WORDS "agree" or "agreement" REFER TO A COMBINATION OF THE 4TH AND 5TH RESPONSE CATEGORIES noted above, and "disagree" or "disagreement" REFER TO A COMBINATION OF THE 1ST AND 2ND RESPONSE CATEGORIES. Whenever the treatment in the text deviates from this pattern (or different response categories or scales have been used), the reader's attention is called to this fact.

3. Systematic Use of Language. The language used in the text to describe the strength of student views is systematically ordered thusly: "an overwhelming majority" (e.g., upwards of 80% of the respondents chose the two "agree" or two "disagree" responses); "a very large majority" (70-80%); "a large majority" (60-70%), "a majority" (50-60%), and a "plurality" (e.g., the percentage of agree responses exceeds disagree responses, or vice-versa). THUS the "In Between" response percentages are uniformly omitted in the calculations associated with these choices of language (i.e., e.g., "an overwhelming majority" describes 80% or more of the responses occurring in only two of the five response categories). Thus the language used is quite conservative.

The language applied to differences between the highest and lowest mean ratings of the various components of the 14 programs is also systematically employed. Differences between mean ratings on the typical 1-5 scale are termed "large" if they range from 1.51 to 1.75 (38-44% of the entire 1-5 scale), "considerable" if they range from 1.76 to 2.00 (44-50% of the scale), and "very substantial" if they are between 2.01 and 2.25 (50-56% of the scale). Differences between program means that are yet larger than these are flagged by appropriate, stronger wordings, while smaller differences are stated without qualifying adjectives of any kind (except at time to reiterate their statistical significance).

4. Calculation of Item Means. Means and percentages are calculated after excluding the response category "Don't Know or Not Applicable" as well as blanks (nonresponses). The systematic use of language (see #3 above) is brought to bear after these exclusions. [The "liberal" approach used here is probably generally counterbalanced by the "conservative" approach in #3.] However, a special footnote is attached to all program means and social science totals if 25% or more of the respondents did not employ the scaled portions of the response categories in answering the question. Means for the various items are calculated from the numbers associated with each of the scaled responses (see #2 above)—such that a mean of 3.05 on a 1-5 scale from "Strongly Disagree" to "Strongly Agree" indicates that the "average" student's response is a shade more positive than "In Between."

5. Statistical Tests. Presented in both the text and in the Data Tables are the results of statistical tests for whether there are "statistically significant" differences in the mean ratings between two or more of the 14 programs. These results are presented in part in terms of probability figures (e.g., "F-probability= .0000"). Probabilities of less than .0500 (e.g., .0084 but not .0991) are often regarded as likely indicators that a real difference between at least two of the 14 mean ratings is present, i.e., that the results obtained probably did not occur by chance alone.

In the Data Tables alone, more specific results are presented in terms of the "confidence intervals" associated with the mean rating for each program (column headed by "±.95"). Roughly speaking, a confidence interval of ±0.31 (for example) indicates that there is a 95% probability that the "true" mean falls within "plus-or-minus" 0.31 points (on the scale) from the mean obtained in the current sampling (as reported in an adjacent column in the Data Tables). If the confidence interval range (e.g., 3.44 to 4.06 if the observed mean is 3.75 ± 0.31) for the rating of a particular program does not overlap with the confidence interval range of the mean rating for any other program (e.g., 3.00 ± 0.35), the means are said to be "statistically" or "significantly" different. Where the confidence interval ranges do overlap, it may well not be very safe to attribute any meaning to the observed (apparent) differences.

Departments and "Transdepartmental" Programs

Eight of the programs evaluated are "traditional" departments which draw upper division courses required for the major entirely (or almost so) from the department itself. The other six programs are "transdepartmental" in that they rely, moderately to entirely, on courses offered by regular departments to construct their curricula. The six include four "group majors" in L & S—PEIS and Development Studies, with no required courses of their own; and Social Welfare and the Social Science Field Major, each with 4 required courses offered under the auspices of the program/department. The other programs include CNR and PENR in the College of Natural Resources, each of which draws upon a few courses in the home department. Please see Appendix A, pages 6-8, for a further discussion of the meanings of the program assessments by students in these transdepartmental majors.

EVALUATIVE FINDINGS

INTRODUCTION TO THE TEXT

While I have tried to construct the text so that the reader who has not examined the section on methodology (Part Two of Appendix A) can nevertheless understand the results, I would urge your review of the "Methodological Summary" on the preceding page. However, for items where statistically significant differences between ratings of different programs are observed, the percentages of respondents choosing the various response categories are always cited in the text. Thus the reader may consider the magnitude and meaning of the results in these simplest of terms.

The use of questionnaire item means, as presented in the Data Tables, should also be a familiar form to most readers. Roughly speaking, on our typical five-point scale, the item mean for one program should be approximately 0.80 points above or below that of another program before one can consider the differences between the two to be particularly meaningful.

CURRICULUM

STRUCTURE OF THE MAJOR (Data Tables 1-2)

The "structure" of a major is here defined operationally by the content of items in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ). The structural concerns include: the number of lower division prerequisites; the number of required courses; the availability of separate curricular sub-patterns, or options, within a discipline or program; the sufficiency in number of small classes; the instructional adequacy of large classes; and course scheduling/availability.

Lower Division Prerequisites. Across all the respondents, a (borderline) large majority* disagreed (60%-13%-27%)*** that "some of the lower division prerequisites are not really necessary for the major." But there were large differences* between some of the programs in the strength of these responses [F-prob.= .0000]. The lower division prerequisites were not seen as entirely necessary, or at least were open to question, in PEIS (40-13-47), Psychology (45-13-43), Political Science (47-21-32), Sociology (53-15-33) and PENR (55-5-41). The lower division prerequisites were seen as especially fitting and proper in Linguistics (89-8-3), Economics (87-5-8) and Anthropology (75-11-14).

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*The terms "plurality," "majority," "large majority" (and so on) as well as "large difference," "considerable difference" (etc.) have relatively precise meanings (see Point 3, page 2). The latter refer to the difference between the mean rating of two or more programs. The scale from "plurality" to "overwhelming majority" contrasts the proportions of respondents who agree and disagree (see ***), without reference to those marking "In Between." Answers in the response category "Don't Know or Not Applicable," and blanks (nonresponses), are discounted in all calculations and descriptions in the text, but are always footnoted when totaling 25% or more. The maximum number of respondents for any program is shown on page 4.

***The format of presentation of the percentage responses is always consistent unless otherwise indicated by this footnote. The first figure represents the percentage of respondents choosing "Strongly Disagree" plus "Disagree"; the second, "In Between"; and the third, "Agree" plus "Strongly Agree."

SUMMARY OF SAMPLES

Full Title of Program	Program Abbv.	Net Resp. Rate*	Respondents		Apparent Representativeness**
			Total Number	Usable Number	
Anthropology	Anthro	54.3%	38	36	No known bias
Business Administration	BusAd	57.5	42	41	No known bias
Conservation of Natural Resources	CNR	56.3	40	34	Transdept. Program**
Development Studies	DevStd	49.0	24	24	Transdept. Program; Sex**
Economics	Econ	58.0	40	40	No known bias
Geography	Geog	56.3	40	40	No known bias
Linguistics	Ling	69.2	45	41	No known bias
Political Economy of Industrial Societies	PEIS	44.4	32	31	Transdept. Program; Residence**
Political Economy of Natural Resources	PENR	42.3	30	26	Transdept. Program**
Political Science	PolSci	53.5	38	37	No known bias
Psychology	Psych	58.9	43	41	No known bias
Social Science Field Major	FldMaj	43.7	31	27	Transdept. Program**
Social Welfare	SocWel	50.7	36	36	Transdept. Program**
Sociology	Sociol	61.4	43	42	No known bias
SUBTOTAL, Social Science-related Programs		54.1%	522	496	No known bias**
Health-related Sciences (1977)	*HltS77	59%		438	No known bias
Selected Humanities (1977)	*SHum77	59%		284	Selected programs & sample sizes*

*The "net" response rate is calculated after excluding the students who moved and left no forwarding address (i.e., such that their questionnaire never reached them). For more detail on sample sizes and response rates, see Appendix A, pages 1-2. For more information on the "HltS77" and "SHum77" samples, see Appendix A, page 11.

**Regarding the "Transdepartmental Programs," see the previous page and also Appendix A, pages 6-7. The possible sex and residence biases appear to have little or no effect on the evaluation (see Appendix A, page 6). There appears to be no bias of any consequence when one considers the entire sample of Social Science-related Programs, but see the qualification noted on page 2 and in Appendix A (pages 12-13).

SUMMARY OF SAMPLES TABLE

Number of Required Courses. No more than a quarter of the respondents in any of the 14 social science programs agreed that "there are too many courses required for the major." The number of required courses seemed not at all oppressive in Linguistics (93-8-0), Anthropology (89-11-0), Economics (85-8-8), CNR (77-13-10), Social Welfare (91-3-6), Geography (82-13-5), the Social Science Field Major (81-15-4), Development Studies (78-22-0) and Sociology (86-10-5). A quarter of the students were at least somewhat troubled by the number of requirements in PENR (50-25-25) and Business Administration (53-23-25) [F-prob.= .0000].

Enough Course Plan Options? The opportunities for students to select among various, separate, course-plan or curricular options within their chosen discipline or program were rated as sufficient by a large majority (21-12-68), but differences between some programs were considerable [F-prob.= .0000]. The choice of options was especially well-regarded in CNR (3-3-93) and the Social Science Field Major (4-0-96), and may be too limited in Sociology (46-10-44) and Psychology (34-22-44). Choices among curricular patterns were also seen as sufficient in PENR (8-4-88), PEIS (10-7-83), Development Studies (21-4-75) and Business Administration (10-10-80). The programs here rated as more flexible also tended to have the strongest advising (see "Provision of Information to Students" and "Access to Faculty, and to Recommendations," pages 31-34 and 21-22, respectively).

Enough Small Classes? (Data Tables--2.) The student response regarding whether the curriculum was structured "so that all majors will have a sufficient number of small classes or seminars" varied very substantially between some of the 14 social science-related programs [F-prob.= .0000]. Disagreement was by large majority in Psychology (71-17-11), Political Science (62-29-9) and Sociology (65-24-11), by a majority in PEIS (54-21-25), and by a plurality in Economics (38-38-24). The Social Science Field Major (5-15-80) came closest to having enough small classes; and agreement was only somewhat less strong in CNR (19-15-65), Linguistics (24-15-62), PENR (17-33-50) and Development Studies (28-11-61).

Viability of Large Lecture Classes. (Data Tables--1.) A majority of the respondents disagreed (51-25-24) that "large lecture classes can generally provide adequate learning opportunities in this field." In only two of the 14 programs did as much as a plurality of respondents agree. Large lecture classes were a more acceptable mode of teaching in Geography (31-22-47) and Linguistics (31-23-46) than in the Social Science Field Major (73-12-15), Development Studies (73-23-5), CNR (67-17-17) and Psychology (58-28-15) [F-prob.= .0007].

Course Scheduling/Availability. Overall, the adequacy of course scheduling and the availability of courses was rated so-so (37-21-41). Course scheduling/availability was generally rated as poorer in the large departments, with the disagreement being strongest for Psychology (18-18-65), Political Science (21-24-56), Anthropology (28-19-53), Sociology (27-24-49), Economics (28-23-50), PEIS (33-20-47) and Linguistics (36-14-50) [F-prob.= .0000]. Course scheduling/availability was least seen as a problem in the Social Science Field Major (52-32-16), and Geography (46-28-26) was also rated significantly better than five of the programs with the lowest ratings. Looking at all 14 programs, the distribution of means fell into two plateaus, with seven being reasonably well-rated, and seven not, with Psychology being rated significantly lower than most of the programs in the plateau where course scheduling/availability was regarded as more adequate.

Summary of Problems by Department/Program

In terms of the structure of the major (prerequisites, number of required courses, availability of optional course plans for pursuit of the major, sufficiency in number of small classes, and course scheduling), most of the social science-related programs were seen as adequate to good. However, several of the largest

CURRICULUM

Structure of the Major

Item: Some of the lower division prerequisites are not really necessary for the major. [Q. 40.]

TOTALS -- Social Science-related Programs

22% Str. Disagree
38% Disagree
13% In Between
8% Str. Agree
19% Agree

Mean: 2.51 ± 0.11 (462) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Ling	1.44	± 0.26	(36)	DevStd	2.26	± 0.47	(23)	SocWel	2.57	± 0.36	(35)	Sociol	2.88	± 0.44	(40)
Econ	2.00	0.28	(39)	CNR	2.37	0.54	(27)	*HltS77	2.64	0.12	(421)	PolSci	2.94	0.47	(34)
Anthro	2.14	0.38	(36)	FldMaj	2.50	0.36	(22)	BusAd	2.70	0.44	(40)	Psych	2.95	0.38	(40)
*SHum77	2.17	0.14	(241)	Geog	2.53	0.43	(38)	PENR	2.86	0.55	(22)	PEIS	3.07	0.46	(30)

Item: There are too many required courses for the major. [Q. 43.]

TOTALS — Social Science-related Programs

22% Str. Disagree
56% Disagree
13% In Between
2% Str. Agree
8% Agree

Mean: 2.13 ± 0.08 (479) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Ling	1.65	± 0.20	(40)	SocWel	1.94	± 0.23	(35)	Sociol	2.07	± 0.23	(42)	PolSci	2.42	± 0.31	(36)
Anthro	1.86	0.20	(36)	Geog	1.97	0.26	(38)	PEIS	2.30	0.33	(30)	*HltS77	2.50	0.09	(430)
Econ	1.87	0.28	(39)	FldMaj	2.04	0.35	(26)	Psych	2.35	0.30	(40)	BusAd	2.75	0.36	(40)
CNR	1.90	0.37	(30)	DevStd	2.04	0.28	(23)	*SHum77	2.37	0.12	(278)	PENR	2.75	0.47	(24)

Item: There are enough course plan options within the department/program to meet my specialized interests in the subject matter. [Q. 41.] [1977 wording: within the department/program . . . in the subject matter in the major.]

TOTALS — Social Science-related Programs

7% Str. Disagree
14% Disagree
12% In Between
33% Str. Agree
35% Agree

Mean: 3.72 ± 0.11 (477) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
*SHum77	2.81	± 0.16	(272)	Ling	3.47	± 0.44	(38)	Anthro	3.62	± 0.38	(42)	PEIS	4.13	± 0.42	(30)
Sociol	2.82	0.42	(39)	*HltS77	3.54	0.11	(419)	SocWel	3.72	0.45	(36)	PENR	4.21	0.43	(24)
Psych	3.17	0.40	(41)	Geog	3.59	0.38	(39)	BusAd	3.90	0.31	(41)	FldMaj	4.69	0.27	(26)
Econ	3.38	0.43	(39)	PolSci	3.61	0.35	(36)	DevStd	4.00	0.54	(24)	CNR	4.73	0.26	(30)

Item: Scheduling of courses is poor in this program: Required courses or subjects of interest to me are offered at the same time, crowded into one or two quarters, or are not being offered this year. [Q. 46.] [1977 wording: crowded into one or two quarters in the same quarter, . . .]

TOTALS — Social Science-related Programs

9% Str. Disagree
28% Disagree
21% In Between
18% Str. Agree
23% Agree

Mean: 3.14 ± 0.12 (467) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
FldMaj	2.40	± 0.48	(25)	DevStd	2.83	± 0.58	(23)	Ling	3.28	± 0.45	(36)	Sociol	3.44	± 0.35	(41)
Geog	2.64	0.38	(39)	BusAd	2.85	0.43	(40)	*SHum77	3.28	0.14	(270)	Anthro	3.50	0.44	(36)
CNR	2.75	0.52	(24)	SocWel	2.91	0.40	(35)	PEIS	3.37	0.48	(30)	PolSci	3.53	0.36	(34)
PENR	2.79	0.62	(24)	*HltS77	2.97	0.11	(418)	Econ	3.43	0.40	(40)	Psych	3.65	0.34	(40)

Item: Large lecture classes can generally provide adequate learning opportunities in this field. [Q. 47.]

TOTALS -- Social Science-related Programs

20% Str. Disagree
31% Disagree
25% In Between
2% Str. Agree
22% Agree

Mean: 2.54 ± 0.10 (469) F-probability = .0007*

Prog.	Mean	95% Conf.	N												
FldMaj	1.96	± 0.45	(26)	Sociol	2.44	± 0.37	(41)	*SHum77	2.54	± 0.16	(210)**	PolSci	2.67	± 0.42	(36)
DevStd	2.00	0.39	(22)	PENR	2.52	0.41	(23)	BusAd	2.54	0.32	(37)	*HltS77	2.73	0.10	(400)
CNR	2.27	0.38	(30)	Anthro	2.53	0.35	(36)	SocWel	2.59	0.33	(34)	Ling	3.00	0.39	(39)
Psych	2.30	0.33	(40)	PEIS	2.53	0.38	(30)	Econ	2.62	0.38	(39)	Geog	3.14	0.37	(36)

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*The F-tests are based on the original metric, i.e., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

social science departments received low ratings by students on some of these structural elements of their undergraduate major program.

Psych
Sociol

By the students' ratings, both Psychology and Sociology offered too few small classes for their majors, and had course scheduling (or course availability) problems; for a large minority of their students, these departments also imposed one or more unnecessary lower division prerequisites and didn't offer enough course plan options within the major.

PolSci
PEIS

Except that curricular options were clearly more adequate, ratings also followed the pattern found in Psychology/Sociology among students in Political Science and in PEIS. That is, the need for (all) the program's lower division prerequisites was questioned by a large minority, course scheduling/availability was seen as poor, and there were not enough small classes (PEIS being slightly better here).

Econ

In Economics, problems included an insufficiency in number of small classes and poor scheduling/availability of courses.

Anthro
Ling

Poor course scheduling/availability also seemed to be something of a problem in Anthropology, and possibly also in Linguistics.

COVERAGE OF CONTENT IN THE MAJOR (Data Tables 2-3)

A number of the items in the UMPEQ inquired about the students' views on several common elements of curriculum found in most disciplines. Among the areas of inquiry were: whether the curriculum is too fragmented, or the coursework too wastefully repetitive from course to course; the availability of advanced courses in students' areas of interest; the availability of courses to explore nondominant schools of thought; methodology, lab or technical courses--whether sufficiently up-to-date and not overemphasizing traditional values, and whether providing enough experience in real problem-solving and analysis; the sufficiency of access to fieldwork, internships, group study, and of academic credit for academic-experiential volunteer work; and whether there is enough equipment, computer facilities, supplies, or media materials.

Integration of Curriculum. A large majority (69-15-15) of the social science students disagreed that it is hard to get a good perspective on the field (i.e., because their program's courses do not relate well to each other). The curriculum was seen as especially well-integrated in Development Studies (88-8-4), Geography (85-8-8), CNR (81-4-15), the Social Science Field Major (71-25-4) and Business Administration (80-15-5); it was less effectively integrated in Political Science (40-29-31) [F-prob.= .0003].

A very large majority disagreed (75-18-8) that most of the upper division courses in their program waste a lot of class time on helping students with too little background in the subject matter. There were no differences between the responses of students in the 14 programs [F-prob.= .4189].

Availability of Advanced Courses. Overall, advanced courses in all areas of interest were available for a plurality of the respondents (34-17-49). In two departments, however, majorities disagreed that their advanced interests were adequately covered by the coursework. These were Sociology (60-18-23) and Psychology (54-24-22) [F-prob.= .0000]. The most satisfactory coverage of advanced material was found in Business Administration (13-16-71), CNR (26-11-63), the Social Science Field Major (23-14-64) and PENR (17-17-65). Apart from Business Administration at the highest rank, and Social Welfare at third-lowest, the broader, transdepartmental majors were more satisfied than the departmental majors with the availability of

Item: The curriculum is structured so that all majors will have a sufficient number of small classes or seminars. [Q. 48.] [1977 wording: ~~classes or~~ . . .]

TOTALS -- Social Science-related Programs

12% Str. Disagree · 27% Disagree · 24% In Between · 29% Agree · 7% Str. Agree

Mean: 2.92 ± 0.11 (415) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Psych	2.14	± 0.32	(35)	PEIS	2.57	± 0.40	(28)	*SHum77	3.07	± 0.16	(220)	PENR	3.39	± 0.42	(18)**
PolSci	2.15	0.35	(34)	Econ	2.74	0.37	(34)	BusAd	3.09	0.37	(34)	Ling	3.47	0.40	(34)
Sociol	2.16	0.32	(38)	Anthro	2.97	0.41	(30)	SocWel	3.19	0.32	(32)	CNR	3.69	0.42	(26)
*HltS77	2.51	0.12	(298)**	Geog	3.00	0.39	(34)	DevStd	3.33	0.54	(18)**	FldMaj	4.15	0.41	(20)**

Coverage of Content in the Major

Item: The courses in this program do not relate well to each other; it is hard to get a good perspective on the field. [Q. 44.]

TOTALS — Social Science-related Programs

20% Str. Disagree · 49% Disagree · 15% In Between · 10% Agree · 5% Str. Agree

Mean: 2.31 ± 0.10 (473) F-probability = .0003*

Prog.	Mean	95% Conf.	N												
DevStd	1.75	± 0.34	(24)	BusAd	2.10	± 0.25	(41)	Sociol	2.32	± 0.28	(41)	Psych	2.46	± 0.31	(41)
Geog	1.92	0.33	(39)	*HltS77	2.23	0.09	(422)	*SHum77	2.33	0.12	(265)	SocWel	2.60	0.39	(35)
CNR	2.04	0.47	(27)	Ling	2.26	0.34	(39)	Econ	2.33	0.31	(39)	Anthro	2.61	0.39	(36)
FldMaj	2.08	0.41	(24)	PENR	2.29	0.51	(24)	PEIS	2.35	0.47	(31)	PolSci	2.97	0.36	(35)

Item: Most of the upper division courses in the program waste a lot of class time helping the students with too little background in the subject. [Q. 30.] [1977 wording: ~~too little~~ no . . .]]

TOTALS — Social Science-related Programs

21% Str. Disagree · 54% Disagree · 15% In Between · 6% Agree · 2% Str. Agree

Mean: 2.15 ± 0.08 (466) F-probability = .4189*

Prog.	Mean	95% Conf.	N												
CNR	1.88	± 0.27	(25)**	FldMaj	2.00	± 0.32	(26)	PENR	2.15	± 0.37	(26)	SocWel	2.28	± 0.35	(29)
DevStd	1.91	0.30	(22)	BusAd	2.05	0.29	(39)	Econ	2.16	0.29	(38)	Psych	2.30	0.27	(40)
*HltS77	1.96	0.08	(395)	Ling	2.08	0.34	(39)	PolSci	2.19	0.23	(37)	PEIS	2.30	0.38	(30)
Anthro	1.97	0.26	(34)	*SHum77	2.15	0.12	(250)	Geog	2.23	0.34	(40)	Sociol	2.41	0.29	(41)

Item: Advanced courses are offered in the major (or are otherwise available) in all of my areas of interest. [Q. 42.]

TOTALS -- Social Science-related Programs

8% Str. Disagree · 26% Disagree · 17% In Between · 34% Agree · 15% Str. Agree

Mean: 3.21 ± 0.11 (456) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Sociol	2.43	± 0.34	(40)	Econ	3.08	± 0.35	(38)	PolSci	3.29	± 0.34	(34)	PENR	3.65	± 0.48	(23)
Psych	2.56	0.37	(41)	Geog	3.16	0.41	(37)	PEIS	3.42	0.46	(26)	FldMaj	3.68	0.60	(22)
*SHum77	2.81	0.15	(247)	Anthro	3.23	0.40	(35)	DevStd	3.50	0.56	(24)	CNR	3.70	0.58	(27)
SocWel	2.94	0.43	(32)	Ling	3.26	0.38	(39)	*HltS77	3.55	0.10	(389)	BusAd	3.79	0.31	(38)

Item: The program's methodology, lab, or technical courses do not provide the student with enough experience in real problem-solving and analysis. [Q. 51.] [1977 wording: ~~lab~~.]

TOTALS -- Social Science-related Programs

8% Str. Disagree · 32% Disagree · 26% In Between · 27% Agree · 7% Str. Agree

Mean: 2.94 ± 0.12 (349)** F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Ling	2.24	± 0.45	(25)**	*HltS77	2.68	± 0.10	(389)	Anthro	2.97	± 0.40	(29)	Psych	3.09	± 0.35	(35)
FldMaj	2.29	0.51	(17)**	DevStd	2.73	0.80	(15)**	Geog	3.00	0.45	(25)**	Econ	3.45	0.38	(33)
CNR	2.35	0.46	(20)**	SocWel	2.88	0.38	(25)**	*SHum77	3.01	0.20	(150)**	Sociol	3.46	0.37	(24)**
BusAd	2.67	0.35	(36)	PEIS	2.90	0.43	(21)**	PENR	3.06	0.67	(18)**	PolSci	3.54	0.37	(26)**

Item: The program's methodology, lab, or technical courses overemphasize traditional methodology and values or are not up to date. [Q. 52.] [1977 wording: ~~lab~~.]

TOTALS — Social Science-related Programs

12% Str. Disagree · 52% Disagree · 17% In Between · 13% Agree · 6% Str. Agree

Mean: 2.50 ± 0.11 (348)** F-probability = .0084*

Prog.	Mean	95% Conf.	N												
CNR	1.89	0.42	(19)**	Anthro	2.29	± 0.38	(28)	BusAd	2.52	± 0.33	(33)	PEIS	2.81	± 0.59	(21)**
FldMaj	1.95	0.49	(19)**	Geog	2.39	0.36	(23)**	DevStd	2.65	0.57	(20)	Sociol	2.83	0.39	(29)**
Ling	2.10	0.36	(29)**	PENR	2.44	0.58	(16)**	Econ	2.68	0.43	(31)	Psych	2.88	0.35	(32)
*HltS77	2.15	0.09	(381)	SocWel	2.50	0.39	(24)**	PolSci	2.71	0.49	(24)**	*SHum77	2.98	0.20	(164)**

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*The F-tests are based on the original 1-5 metric and exclude the 1977 samples ("HltS77" and "SHum77").
**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

advanced coursework in their areas of interest. But since Sociology was also rated significantly lower than two of the group majors and three departmental majors, and Psychology was rated lower than three of these same five, some differences were also found between regular departments. The other, fairly well-rated programs were: Development Studies (33-8-58), PEIS (19-27-54), Political Science (29-18-53), Linguistics (29-23-49) and Anthropology (34-14-51).

Nondominant Schools of Thought. (Data Tables--3.) Although a majority agreed (31-16-52) that there were enough courses in their program which explore the contributions of nondominant schools of thought (e.g., whether radical or conservative, or other), the respondents' perceptions varied very substantially between some of the programs [F-prob.= .0000]. Disagreement was by majority in Psychology (59-22-19), Business Administration** (55-24-21) and Social Welfare (52-16-32), whereas agreement was by overwhelming majority in Development Studies (4-0-96), CNR (3-7-90) and the Social Science Field Major (7-7-85), and by large majority in PENR (9-23-68). In all the other social science-related programs, agreement on the sufficiency in number of courses exploring nondominant schools of thought fell into a limited, middle range (from majority to plurality). (Psychology was also rated significantly below two of these middle-ranked programs.)

See also the students' responses to the items about their program's contribution to social responsibility or the development of skills useful in the community (page 47) and about faculty concern for social issues in the classroom teaching context (page 15).

Methodology Courses. (Data Tables--2.) Insofar as methodology, lab or technical courses exist (or had been completed by the respondents), a plurality of students (40-26-34) reported that they do not provide enough experience in real problem-solving and analysis. Agreement that experience in real problem-solving was insufficient was strongest in Political Science** (19-15-65), with a majority of these students (58%) choosing the "Agree" response category, but it was almost equivalent in Sociology** (13-42-46) and Economics (18-33-48) if one judges by the mean ratings. Disagreement prevailed in Linguistics** (72-12-16), the Social Science Field Major** (59-29-12) and CNR** (70-10-20) [F-prob.= .0000].

A large majority (64-17-19) of the respondents disagreed that their methodology courses were out-of-date or overemphasized traditional methods and values. Interprogram differences were modest [F-prob.= .0084]. CNR** (89-0-11), the Social Science Field Major** (79-16-5) and Linguistics** (76-17-7) received the most positive assessments, and were significantly higher than Psychology (47-25-28) and Sociology** (48-24-28).

Whether there was a shortage of equipment, computer facilities, supplies, etc. (Data Tables--3) was regarded as relevant** by the majors in only a few of the social science-related programs, and there were no real differences in students' evaluations [F-prob.= .0991]. For the proportion of the respondents (55.7%) who could/chose to answer this question, a bare majority disagreed (50-22-28).

Fieldwork, Internships, Group Study, and Academic-Experiential Learning. Some of the interprogram differences were immense in students' perceptions of whether "there are enough fieldwork, internship, group, lab or other academic-experiential course offerings" in their program, and/or whether "credit is readily available for appropriate types of volunteer experiences" [F-prob.= .0000]. The CNR program was especially well-regarded for the sufficiency of fieldwork-related opportunities

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**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

Item: There is a shortage of equipment, computer facilities, supplies, or media materials for use by students in this program. [Q. 50.] [1977 wording: . . . adequate equipment, ~~computer facilities~~, . . .]

TOTALS — Social Science-related Programs

8% Str. Disagree 8% Str. Agree
42% Disagree 22% In Between 20% Agree
Mean: 2.79 ± 0.13 (277)** F-probability = .0991*

Prog.	Mean	95% Conf.	N												
BusAd	2.27	± 0.30	(33)	PolSci	2.65	± 0.46	(23)**	Anthro	2.80	± 0.49	(20)**	Psych	3.07	± 0.38	(29)**
Econ	2.48	0.52	(21)**	DevStd	2.73	0.74	(11)**	Geog	2.88	0.52	(25)**	Sociol	3.18	0.74	(17)**
SocWel	2.58	0.40	(19)**	Ling	2.75	0.49	(24)**	*SHum77	3.00	0.17	(196)**	PENR	3.20	0.60	(15)**
*HltS77	2.59	0.11	(370)	PEIS	2.79	0.46	(14)**	CNR	3.00	0.57	(20)**	FldMaj	3.50	1.72	(6)**

Item: There are enough fieldwork, internship, group, lab, or other academic-experiential course offerings in this program, and/or credit is readily available for appropriate types of volunteer experience. [Q. 49.] [1977 wording: ~~group~~.]

TOTALS — Social Science-related Programs

11% Str. Disagree 16% Str. Agree
24% Disagree 15% In Between 34% Agree
Mean: 3.20 ± 0.13 (383) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
*SHum77	2.13	± 0.18	(161)**	PolSci	2.66	± 0.45	(29)	*HltS77	3.25	± 0.12	(366)	Geog	3.65	± 0.40	(31)
Econ	2.32	0.40	(34)	BusAd	2.93	0.44	(27)**	Ling	3.27	0.46	(26)**	SocWel	3.74	0.38	(35)
PEIS	2.38	0.51	(21)**	Anthro	3.00	0.43	(32)	Psych	3.36	0.41	(33)	FldMaj	3.88	0.60	(17)**
Sociol	2.53	0.43	(32)	DevStd	3.12	0.65	(17)**	PENR	3.55	0.69	(20)	CNR	4.62	0.19	(29)

Item: There are enough courses available in this program which explore the contributions of the nondominant "schools of thought" (e.g., radical, conservative, futurist, traditionalist, feminist, Third World, etc.). [Q. 54.] [1977 wording: ... radicals, conservatives, traditionalists, futurists, women, minorities, etc.).]

TOTALS — Social Science-related Programs

10% Str. Disagree 17% Str. Agree
21% Disagree 16% In Between 35% Agree
Mean: 3.27 ± 0.12 (431) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Psych	2.41	± 0.34	(37)	SocWel	2.74	± 0.37	(31)	Econ	3.18	± 0.39	(40)	PENR	3.82	± 0.40	(22)
BusAd	2.48	0.46	(29)**	Anthro	3.03	0.45	(30)	Ling	3.22	0.52	(27)**	FldMaj	4.15	0.39	(27)
*HltS77	2.64	0.17	(172)**	PolSci	3.12	0.44	(34)	Sociol	3.24	0.41	(42)	CNR	4.38	0.29	(29)
*SHum77	2.66	0.17	(210)**	Geog	3.13	0.40	(31)	PEIS	3.28	0.50	(29)	DevStd	4.48	0.32	(23)

Summative Ratings on Coursework and on Learning Gains

Item: The coursework in this program is interesting and challenging. [Q. 45.]

TOTALS — Social Science-related Programs

3% Str. Disagree 22% Str. Agree
7% Disagree 22% In Between 47% Agree
Mean: 3.78 ± 0.08 (484) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
SocWel	3.17	± 0.31	(36)	PolSci	3.54	± 0.30	(35)	Ling	3.88	± 0.32	(41)	FldMaj	4.22	± 0.28	(27)
Sociol	3.43	0.30	(42)	PEIS	3.77	0.42	(31)	Anthro	4.06	0.23	(35)	DevStd	4.46	0.28	(24)
Econ	3.50	0.32	(40)	PENR	3.83	0.38	(23)	Geog	4.13	0.27	(39)				
Psych	3.51	0.30	(41)	BusAd	3.83	0.25	(41)	CNR	4.14	0.35	(29)				

Item: I will remember a lot of what I have learned in the program's courses for a long time to come. [Q. 55.]

TOTALS — Social Science-related Programs

6% Str. Disagree 26% Str. Agree
13% Disagree 18% In Between 38% Agree
Mean: 3.65 ± 0.10 (477) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
SocWel	2.94	± 0.38	(34)	PolSci	3.46	± 0.38	(35)	*SHum77	3.67	± 0.14	(267)	CNR	4.03	± 0.46	(31)
Psych	3.12	0.36	(40)	BusAd	3.56	0.33	(39)	Anthro	3.77	0.40	(35)	Geog	4.18	0.27	(39)
Sociol	3.33	0.38	(42)	*HltS77	3.62	0.10	(425)	PENR	3.78	0.43	(23)	FldMaj	4.22	0.37	(27)
Econ	3.33	0.42	(39)	PEIS	3.66	0.43	(29)	Ling	3.88	0.35	(41)	DevStd	4.43	0.31	(23)

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*The F-tests are based on the original metric, i.e., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. In some instances, items employed in 1979 were not included in the 1977 survey (and vice-versa), or were modified too substantially to report here.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

(0-0-100), and very large to overwhelming majorities also agreed in the Social Science Field Major** (18-0-82), Social Welfare (17-9-74) and Geography (16-13-71). Fieldwork-related opportunities were regarded as insufficient by majors in Economics (62-24-15), PEIS** (62-14-24), Sociology (53-25-22) and Political Science (52-17-31). Three other programs were also rated significantly more positively than were the two lowest-rated programs. These were: PENR, where there was a marked division in students' views (5-30-15-5-45),*** Psychology (24-18-58) and Linguistics** (27-23-50). Overall, a bare majority (11-24-15-34-16)*** of respondents agreed that opportunities were sufficient in the area of fieldwork, internships, lab and group study, and that academic credit was readily available for appropriate types of volunteer experience. Perhaps more official ties and support of the Field Studies Program would improve the curriculum in a number of programs, especially where fieldwork-related opportunities are not rated as adequate.

Summary of Problems by Department/Program

In terms of the coverage of content in the major (curricular integration, absence of repetition from course to course, availability of advanced courses in areas of student interest, coursework covering nondominant schools of thought, quality of methodological courses and adequacy of equipment, and availability of fieldwork-related courses), the general pattern of student responses was one indicative of moderate to strong satisfaction. Again, however, students in several of the largest departments (especially) gave relatively low ratings to some items.

Sociol

For most students in the major, Sociology did not offer enough advanced courses in at least some of their areas of interest. The Department also did not provide enough fieldwork-related courses and academic-experiential opportunities, and methodology courses were rated as too weakly tied to experience in real problem-solving and analysis and as somewhat out-of-date or too traditional in value orientation.

Psych

Psychology received ratings indicating that it did not offer advanced courses in some areas of student interest and that it did not provide adequate coverage of nondominant schools of thought in its courses. The student ratings may also suggest a moderate level of problems with methodology courses and with equipment/computer facilities/supplies/media materials.

Econ
PolSci

Methodology courses in Economics and Political Science were rated as being too weakly tied to experience in real problem-solving and analysis, and there was also a shortage of fieldwork-related coursework and academic-experiential opportunities. In Political Science, in addition, the curriculum was not regarded as being very well integrated.

BusAd

Although the item perhaps lacked meaning to a minority of students in Business Administration (also a problem?), Business was rated as not providing adequate course coverage of nondominant schools of thought.

PEIS

Fieldwork-related coursework and academic-experiential opportunities may need strengthening in PEIS.

SocWel

Course coverage of nondominant schools of thought was rated as weak in Social Welfare.

**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

***When the patterns of agreement or disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

SUMMATIVE RATING ON COURSEWORK AND ON LEARNING GAINS (Data Tables 3)

Students' overall evaluation of their program's coursework--which cannot of course be separated entirely from the faculty's teaching of the material--was evaluated by asking whether coursework was interesting and challenging, and whether the students would remember a lot of what they had learned.

Crossreferences. See also the "Summative Rating on Teaching" in the section on "Teaching," as well as other portions of that text. Relevant too are the students' ratings of their program's contribution to "gaining a thorough understanding of the subject matter" (especially) and the entire section "Overview of Department/Program Contributions" (pages 43-51). Also, the reader may wish to compare the overall influence of "The Instructional Process" with other "Influences on Students' Overall Growth and Learning" (pages 40-43).

Coursework Interesting and Challenging. Across the 14 social science-related programs, a very large majority (3-7-22-47-22)*** of students agreed that their program's coursework was interesting and challenging. While one might well expect students' interest in coursework in their major to be whetted easily, there were differences between some of the programs [F-prob.= .0000], with Social Welfare students agreeing by only a moderately positive plurality (17-50-33), and with four other departments occupying a second-lowest tier where agreement was typically (only) by majority: Sociology (5-12-26-50-7),*** Economics (13-33-55), Psychology (12-37-51) and Political Science (3-11-20-60-6). The highest ratings were in Development Studies (0-8-92), with the Social Science Field Major (0-4-4-59-33), CNR (0-7-14-38-41), Geography (3-13-85) and Anthropology (0-20-80) also being rated significantly higher than the five lowest-rated programs.

Remembering of Material Learned. In the average social science-related department or program, a large majority (19-18-64) of students indicated that they "will remember a lot of what I have learned in the program's courses for a long time to come." However, there were some clear differences between program ratings [F-prob.= .0000]. In Social Welfare, a plurality actually disagreed (38-26-35), and in three other programs agreement was only by plurality or modest majority: Psychology (30-30-40), Sociology (29-21-50) and Economics (23-23-54). Political Science and Business Administration, though fairly well rated, were also significantly lower than the highest-ranking programs, which were Development Studies (4-0-96), the Social Science Field Major (4-11-85) and Geography (5-10-85).

Summary of Problems by Department/Program

On the most general student ratings of coursework and of the likelihood of their remembering what was once learned, in contrast to some of the evaluations of the more specific elements of their curricula, almost all of the 14 social science-related programs were fairly well-regarded. But since some portion of most students' ratings may also be associated with their interest and motivation to learn in their chosen area of specialization and because there were interprogram differences, one must also consider the relative as well as the absolute level of the student ratings.

SocWel
Psych
Sociol
Econ
PolSci

Five departments and programs consistently received relatively lower ratings on the two summative items about coursework and learning, and on the (crossreferenced) item about their program's contribution to "gaining a thorough understanding of the subject matter." These programs were: Social Welfare, Psychology, Sociology, Economics and Political Science.

***When the patterns of agreement or disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

TEACHING

Crossreferences

See also the entire section, "Overview of Department/Program Contributions" (pages 43-51). In addition, the reader may wish to compare the overall influence of "The Instructional Process" with a number of other prospective "Influences on Students' Overall Growth and Learning" (pages 40-43). Students' views of their 'learning gains' are also suggested by the results on the item concerning the likelihood of their retention of material learned in their program's courses (page 12).

ELEMENTS OF TEACHING (Data Tables 4)

Because the Academic Review Unit did not want to duplicate the various campus energies devoted to teaching evaluation, the Undergraduate Major Program Evaluation Questionnaire (UMPEQ) includes only a few key items related directly to teaching. The primary areas of concern here are on the adequacy of faculty feedback on students' work, the effects on students' intellectual motivation, the concern for social issues related to the coursework, and overall teaching effectiveness.

Feedback to Students. The adequacy of feedback to students on their work, a critical element in the teaching-learning process, was rated as weak in four programs, as so-so in five others, and as outstanding in only one [F-prob.= .0000]. Overall, only a plurality (32-23-45)*** regarded as "usually thorough enough" the "comments or review provided by faculty, T.A.s and readers on my midterms, papers, problem sets, experiments and class performance." The lowest ratings were obtained in Psychology (56-17-27), Development Studies (48-17-35), Political Science (46-14-41) and Economics (33-38-28). An overwhelming majority, by contrast (and a large difference), agreed that feedback was thorough enough in the Social Science Field Major (8-8-85).

Effects of Faculty and Coursework on Motivation. Perhaps the primary goal of undergraduate education is the development of students' motivation to pursue intellectual interests apart from a college/university setting and its reward/punishment systems (i.e., to pursue learning on an intrinsic, self-motivated, life-long basis). A plurality (17-35-48)*** of the respondents gave positive ratings about the increase, due to faculty and coursework, in their motivation to pursue ideas presented in class, but there were differences between some of the programs [F-prob.= .0000]. The lowest-rated programs, where "little"*** increase was about as frequent as "much,"*** were Economics (33-40-28),*** Psychology (27-44-29) and Social Welfare (26-43-31). Sociology (21-43-36) and Business Administration (22-39-39) were also rated lower than were some of the highest rated programs. The highest-rated programs were Development Studies (13-21-67), CNR (0-27-73), Anthropology (6-31-64), Geography (5-32-62) and PENR (4-28-68).

Slightly more positive results (19-27-54)*** were obtained for a similar question about the increase, due to faculty and coursework, in students' motivation to pursue their own intellectual interests, but the differences between program ratings were fewer and smaller [F-prob.= .0057]. On this item, significantly lower ratings were received by Economics (35-23-43) and Business Administration (28-38-35) than by Anthropology (8-22-69), Political Science (11-22-68) and CNR (9-27-64).

***The percentages reported on this page are drawn from items with two different scales. For the item on "Feedback" (which employs the usual scale), the first figure represents the percentage of respondents choosing "Strongly Disagree" plus "Disagree," the second "In Between" and the third, "Agree" plus "Strongly Agree." For the items on "Motivation," the percentages represent: "Very Little" plus "Little"; "In Between"; and "Much" plus "Very Much."

TEACHING

Elements of Teaching

Item: Comments or review provided by faculty, T.A.s and readers on my midterms, papers, problem sets, experiments and class performance are usually thorough enough. [Q. 26.]

TOTALS -- Social Science-related Programs

11% Str. Disagree 7% Str. Agree
21% Disagree 23% In Between 38% Agree

Mean: 3.09 ± 0.10 (488) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Psych	2.51	± 0.37	(41)	BusAd	3.03	± 0.34	(40)	Ling	3.15	± 0.36	(41)	Geog	3.38	± 0.35	(40)
DevStd	2.65	0.52	(23)	Sociol	3.05	0.36	(42)	*HltS77	3.15	0.10	(417)	*SHum77	3.46	0.13	(269)
PolSci	2.68	0.42	(37)	SocWel	3.06	0.35	(36)	CNR	3.32	0.39	(31)	Anthro	3.47	0.32	(36)
Econ	2.74	0.35	(39)	PEIS	3.13	0.38	(31)	PENR	3.36	0.46	(25)	FldMaj	4.12	0.40	(26)

Item: To what extent have faculty and coursework at UCB increased your motivation to pursue ideas presented in class? [Q. 70, emphasis in original.]

TOTALS — Social Science-related Programs

7% Very Little 21% Very Much
10% Little 35% Some 27% Much

Mean: 3.45 ± 0.10 (489) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Econ	2.93	± 0.36	(40)	BusAd	3.20	± 0.35	(41)	FldMaj	3.70	± 0.45	(27)	CNR	3.97	± 0.26	(33)
Psych	3.00	0.35	(41)	PEIS	3.32	0.38	(31)	PENR	3.80	0.32	(25)	DevStd	4.08	0.57	(24)
SocWel	3.06	0.33	(35)	PolSci	3.32	0.41	(37)	Geog	3.86	0.33	(37)				
Sociol	3.19	0.35	(42)	Ling	3.58	0.41	(40)	Anthro	3.89	0.31	(36)				

Item: To what extent have faculty and coursework at UCB increased your motivation to pursue your own intellectual interests, apart from University classes, grades, degrees, etc.? [Q. 71, emphasis in original.]

TOTALS — Social Science-related Programs

7% Very Little 26% Very Much
12% Little 27% Some 28% Much

Mean: 3.35 ± 0.11 (487) F-probability = .0057*

Prog.	Mean	95% Conf.	N												
Econ	3.08	± 0.44	(40)	PEIS	3.42	± 0.46	(31)	DevStd	3.65	± 0.58	(23)	PolSci	3.92	± 0.39	(37)
BusAd	3.13	0.33	(40)	Sociol	3.45	0.33	(42)	FldMaj	3.81	0.47	(26)	Anthro	3.97	0.36	(36)
Psych	3.34	0.38	(41)	Ling	3.49	0.42	(41)	Geog	3.84	0.37	(37)				
SocWel	3.38	0.41	(34)	PENR	3.62	0.40	(26)	CNR	3.91	0.36	(33)				

Item: Faculty in this program show enough concern about social issues in teaching their subjects. [Q. 34.]

TOTALS — Social Science-related Programs

5% Str. Disagree 25% Str. Agree
9% Disagree 18% In Between 42% Agree

Mean: 3.71 ± 0.10 (455) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
*SHum77	3.03	± 0.18	(198)**	Ling	3.33	± 0.54	(27)**	SocWel	3.61	± 0.36	(36)	Geog	4.00	± 0.39	(35)
Psych	3.16	0.36	(38)	Anthro	3.51	0.37	(35)	PEIS	3.69	0.42	(29)	DevStd	4.05	0.50	(22)
BusAd	3.29	0.32	(37)	PolSci	3.51	0.37	(35)	Sociol	3.71	0.31	(42)	CNR	4.55	0.21	(31)
*HltS77	3.30	0.12	(320)**	Econ	3.58	0.39	(38)	PENR	3.92	0.38	(26)	FldMaj	4.63	0.24	(24)

Summative Rating on Teaching

Item: Teaching by faculty in this program is challenging, of high quality, and increases my interest in the subject matter. [Q. 37.]

TOTALS — Social Science-related Programs

4% Str. Disagree 21% Str. Agree
9% Disagree 26% In Between 40% Agree

Mean: 3.64 ± 0.09 (489) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
SocWel	2.92	± 0.28	(36)	Sociol	3.48	± 0.31	(42)	PENR	3.80	± 0.46	(25)	FldMaj	4.19	± 0.35	(27)
Econ	3.21	0.37	(39)	Ling	3.54	0.38	(41)	Anthro	3.92	0.28	(36)	DevStd	4.35	0.38	(23)
Psych	3.23	0.35	(40)	PolSci	3.59	0.34	(37)	Geog	4.15	0.26	(40)				
BusAd	3.39	0.26	(41)	PEIS	3.63	0.42	(30)	CNR	4.16	0.28	(32)				

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*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. In some instances, items employed in 1979 were not included in the 1977 survey (and vice-versa), or were modified too substantially to report here. [The metric, "Very Little" to "Very Much" is also treated as indicated for the "Disagree" to "Agree" scale.]

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

Social Issues. Faculty concern about social issues (in teaching their classes) was rated as sufficient by a large to overwhelming majority in most of the programs, with two programs being extremely highly rated, significantly above 10 others [F-prob.= .0000]. Overall, a large majority agreed (14-18-67) that faculty do show enough concern about social issues. The highest ratings were received by the Social Science Field Major (0-4-96) and CNR (0-3-97) and the lowest, where agreement still prevailed, in Psychology (29-26-45), Business Administration (19-32-49) and Linguistics** (30-11-60).

Summary of Problems by Department/Program

With reference to several elements of teaching (feedback to students on their work, effects on student motivation, concern about social issues), most programs rated fairly well, but some ratings were clearly weak and some others were so-so.

In its students' eyes, the Psychology Department's teaching staff did not provide adequate feedback on students' work. The Department's impact on students' motivation to pursue ideas outside of class was rather modest. Attention to social issues by faculty in their classroom teaching was regarded as adequate by only a plurality of the Psychology respondents. A similar pattern prevailed in Economics, except that faculty concern for social issues in their teaching was apparently considered more sufficient. In Business Administration, feedback on students' work was usually more adequate (though hardly thorough in the eyes of many), but the results on the other items were also generally similar to those for Psychology (i.e., were relatively weak).

Psych
Econ
BusAd

Feedback on students' work in Political Science and in Development Studies was not regarded as thorough enough.

PolSci
DevStd

The thoroughness of feedback on students' work was so-so in Sociology, Social Welfare, PEIS and Linguistics. The first three of these programs were also a little weak, relatively, in stimulating students' motivation to pursue ideas outside of class.

Sociol
SocWel
PEIS
Ling

SUMMATIVE RATING ON TEACHING (Data Tables 4)

Since much of the faculty's teaching is assessed through the University's still somewhat irregular teaching evaluation processes, only one item was included in the UMPEQ on overall teaching effectiveness of program faculty. Students were asked to rate whether "teaching by faculty in this program is challenging, of high quality, and increases my interest in the subject matter." As is typical of such global items, the response of a large majority (13-26-61) was positive, but the difference between responses for some of the programs perhaps best tells most of the tale [F-prob.= .0000].

The quality, challenge, and interest-stimulation of the teaching was lowest-rated in Social Welfare, with a large majority choosing the "In Between" response category (22-64-14). And borderline majority responses were found in Economics (28-21-51) and Psychology (23-30-48). The most positive ratings were received by Development Studies (9-0-91), the Social Science Field Major (4-7-89), CNR (0-22-78) and Geography (3-10-87). Anthropology (6-22-72) was also rated as significantly higher than the three lowest-rated programs, and PENR (12-24-64) was also rated fairly highly.

SocWel
Econ
Psych

**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

Teaching Assistants

Item: Approximately what percentage of T.A.s (upper or lower division) in your program: Are knowledgeable and well-prepared in the material being taught? [Q. 38A.]

TOTALS — Social Science-related Programs

7% 0-20 Pct.
10% 21-40 Pct.
17% 41-60 Pct.
30% 61-80 Pct.
37% 81-100 Pct.

Mean: 3.79 ± 0.12 (439) F-probability = .4527*

Prog.	Mean	95% Conf.	N												
PolSci	3.33	± 0.44	(36)	PEIS	3.74	± 0.40	(31)	Geog	3.84	± 0.40	(38)	CNR	4.13	± 0.36	(32)
PENR	3.55	0.47	(22)	Ling	3.75	0.42	(36)	Sociol	3.86	0.38	(36)	SocWel	4.14	0.48	(28)
FldMaj	3.57	1.01	(14)**	BusAd	3.83	0.37	(40)	DevStd	3.91	0.55	(23)				
Psych	3.61	0.41	(38)	Econ	3.83	0.47	(35)	Anthro	3.97	0.50	(30)				

Item: Approximately what percentage of T.A.s (upper or lower division) in your program: Are effective as teachers in leading class discussions and/or labs? [Q. 38B.]

TOTALS — Social Science-related Programs

11% 0-20 Pct.
18% 21-40 Pct.
21% 41-60 Pct.
26% 61-80 Pct.
23% 81-100 Pct.

Mean: 3.32 ± 0.12 (440) F-probability = .2666*

Prog.	Mean	95% Conf.	N												
PolSci	2.86	± 0.44	(35)	Psych	3.21	± 0.45	(39)	Geog	3.42	± 0.47	(36)	FldMaj	3.53	± 0.86	(15)**
Sociol	3.06	0.44	(36)	PENR	3.26	0.35	(23)	Anthro	3.52	0.59	(29)	CNR	3.88	0.36	(32)
Ling	3.13	0.43	(39)	BusAd	3.28	0.43	(39)	DevStd	3.52	0.50	(23)				
PEIS	3.20	0.46	(30)	Econ	3.41	0.46	(34)	SocWel	3.53	0.55	(30)				

Faculty Contact

Item: Even though I might initially have expected more contact with professors, I have been satisfied with the level of interaction I have had with them here. [Q. 23.]

TOTALS -- Social Science-related Programs

12% Str. Disagree
24% Disagree
23% In Between
29% Agree
11% Str. Agree

Mean: 3.01 ± 0.11 (475) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Econ	2.24	± 0.38	(38)	DevStd	2.77	± 0.58	(22)	Ling	3.13	± 0.33	(40)	Geog	3.76	± 0.37	(37)
Psych	2.41	0.30	(41)	PEIS	2.80	0.41	(30)	BusAd	3.29	0.32	(38)	FldMaj	4.15	0.48	(26)
PolSci	2.70	0.39	(37)	SocWel	2.81	0.32	(32)	PENR	3.35	0.44	(26)				
Anthro	2.76	0.46	(34)	Sociol	2.86	0.36	(42)	CNR	3.59	0.42	(32)				

Item: About how many Berkeley faculty members KNOW YOU by name or sight? [Q. 8.]

TOTALS — Social Science-related Programs

9% Zero Faculty (=0)
10% One Faculty (=1)
19% Two Faculty
19% Three Faculty (=3)
43% Four or More (=4)

***Mean: 2.77 ± 0.12 (490) F-probability = .0000*

Prog.	*** Mean	95% Conf.	N												
Psych	2.00	± 0.45	(41)	Sociol	2.50	± 0.45	(42)	PENR	3.08	± 0.47	(26)	FldMaj	3.44	± 0.34	(25)
PEIS	2.26	0.49	(31)	Econ	2.51	0.45	(39)	Ling	3.10	0.40	(40)	CNR	3.44	0.39	(34)
SocWel	2.31	0.43	(36)	Anthro	2.66	0.48	(35)	BusAd	3.17	0.36	(41)				
PolSci	2.49	0.46	(37)	DevStd	2.83	0.58	(24)	Geog	3.31	0.30	(39)				

Item: About how many times did you have a discussion outside of the classroom with any professor, apart from study-list advising, in the last three months (excluding vacation periods)? [Q. 9.]

TOTALS — Social Science-related Programs

20% Zero Discussions
32% 1-2
21% 3-4
11% 5-6
16% 7 or More

***Recoded Mean: 3.01 ± 0.22 (495) F-prob. = .0068*

Prog.	*** Reco. Mean	*** 95% Conf.	N												
SocWel	1.94	± 0.57	(36)	Sociol	2.70	± 0.90	(42)	BusAd	3.16	± 0.87	(41)	CNR	3.76	± 0.84	(34)
Psych	2.13	0.67	(41)	PolSci	2.84	0.87	(37)	PENR	3.56	1.09	(26)	Geog	4.03	0.90	(40)
PEIS	2.44	0.78	(31)	DevStd	2.98	1.11	(24)	Ling	3.59	0.81	(41)				
Anthro	2.63	0.80	(35)	Econ	3.05	0.84	(40)	FldMaj	3.59	1.01	(27)				

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*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree. But see footnote ***.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

***Two different scales are used here, and one of them is recoded. The mean for the "faculty know you" item [Q. 8] is based on a five-point scale from zero to four, and the mean values given obviously understate the number of faculty who know these upper division students by name or sight (as judged by the student)—because of the large percentage of students choosing the response "four or more faculty members." For the recoded mean [Q. 9], the original metric is shown in the percentaging "TOTALS", but in calculating the grand mean and program means, the original responses were recoded as follows: "Zero"= 0, "1-2"= 1.5, "3-4"= 3.5, "5-6"= 5.5, "7 or more"= 7.5. These means thus approximate the actual number of out-of-class discussions with faculty members.

TEACHING ASSISTANTS (Data Tables 5)

The two principal elements necessary for teaching, subject matter knowledge and teaching skills, were each the subject of UMPEQ items about Teaching Assistants. Inquiring about upper as well as lower division experiences with T.A.s, the UMPEQ asked what percentage of T.A.s in the student's program: "Are knowledgeable and well-prepared in the material being taught?" and "Are effective as teachers in leading class discussions and/or labs?"

The scale used was: 1= 0-20%; 2= 21-40%; 3= 41-60%; 4= 61-80%; and 5= 81-100%. If we treat the midpoint of each category range as the average response of people choosing that category (e.g., 21-40% = 30%), the average responses across the 14 social science-related programs suggested that:

-- 65.8% of T.A.s were knowledgeable and well-prepared

-- 56.4% of T.A.s were effective as teachers

Although there was on the second item a 1.02-point spread between the program with the highest (CNR) and lowest (Political Science) mean rating on the second item, and an 0.81-point spread on the first, the relatively high variation between students' responses within most programs brought about the result that there were no significant differences between programs on either item [F-probs.= .4527 and .2666 for the first and second items, respectively.] Overall, however, there does seem to be room for improvement, especially in the teaching effectiveness of T.A.s.

FACULTY CONTACT (Data Tables 5)

The UMPEQ items concerning student-faculty contact included three foci: satisfaction with faculty contact; how many faculty know each student by name or sight; and the number of out-of-class discussions with faculty members. (See also "Faculty Receptivity and Support" in the next section of this report.)

Satisfaction with Professorial[1] Contact. Overall, satisfaction with faculty contact was approximately equal to dissatisfaction (36-23-40). In terms of student satisfaction with the level of interaction they had had with faculty, there was a considerable difference between some programs [F-prob.= .0000]. Despite the qualification included in the questionnaire item wording ("Even though I might initially have expected more contact with professors, . . ."), which in essence asked the respondents to judge with regard to how much contact with faculty really mattered to them rather than with respect to their initial expectations, disagreement exceeded agreement in over half of the programs evaluated. Disagreement/dissatisfaction was by a large majority in Economics (66-16-18), by a majority in Psychology (54-37-10) and Political Science (54-14-32), and by a plurality in Anthropology (44-21-35), Development Studies (41-27-32), PEIS (43-20-37), Social Welfare (38-38-25) and Sociology (40-24-36). Student satisfaction with their interaction with professors/faculty was found to prevail by a very large majority in the Social Science Field Major (8-15-77), and a large majority agreed they were satisfied in Geography (16-19-65) and CNR (19-19-63). Agreement was by majority or plurality in the three remaining programs.

Number of Faculty Who Know Students by Name or Sight. Nine percent (9%) of the respondents were entirely anonymous to the Berkeley faculty, and 43% were known by name or sight to four or more faculty members. By program, some differences were fairly large [F-prob.= .0000]. The lowest mean number of UCB faculty who knew students by name or sight, as judged by the students, were found among majors in Psychology (22-15-22-24-17),*** PEIS (10-23-26-16-26), Social Welfare (11-17-22-31-19), Political Science (11-14-27-14-35), Sociology (17-5-26-17-36) and Economics (10-15-23-15-36). The highest number of faculty who knew students by name or sight was reported in CNR (3-9-3-12-74), the Social Science Field Major (0-0-20-16-64) and Geography (3-0-15-28-54). The results in Psychology, Social Welfare, Political Science and PENR may be affected (lowered) somewhat by factors associated with the student majors' newness to these programs. (See Appendix A, Tables F and I, regarding: class standing; quarters at UCB; number of courses completed in the major.)

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[1] Although the item refers specifically to "professors," it is very unlikely that all or even most students limit the meaning of their responses to the professoriate (e.g., most lecturers would probably be included in students' ratings).

Out-of-Class Discussions with Faculty. Simply being known by name or sight by one or more faculty members, of course, says little or nothing directly about the quality of faculty-student contact. (See the next section on "Faculty Receptivity and Support.") A second indicator of faculty contact, the number of out-of-class discussions with faculty members, is yet somewhat more behavioral (rather than attitudinal) in nature, but still has somewhat limited implications for the quality of student-faculty contact. In any case, the questionnaire item asked students to indicate the number of discussions they had had with any professor,[1] apart from study-list advising, in the last three months (excluding vacation periods).

The response categories for this item, which were not as subject as the previous one to severe ceiling effects (i.e., to artificial lowering of the mean response), were recoded to give results approximating the actual number of discussions (see footnote *** of Data Table). Overall, the "average" student had had about three out-of-class discussions during the three school-in-session months prior to the time they answered the questionnaire, with 20% of the respondents marking "None" and 16% choosing "7 or more."***

Some of the differences between programs in the number of out-of-class discussions in which students had engaged were significant [F-prob.= .0068]. The lowest number of out-of-class discussions were in Social Welfare (22-47-25-3-3)*** and Psychology (29-37-20-10-5); the highest number were in Geography (15-23-15-20-28) and CNR (6-32-24-21-18). [The Social Science Field Major (4-44-19-11-22), Linguistics (17-20-27-20-17) and PENR (12-35-19-12-23) were also rated fairly high in out-of-class student-faculty discussions.]

Summary of Problems by Department/Program

The focus of this section was on student contact with faculty (satisfaction with student-faculty contact, number of faculty who know students by name or sight, number of out-of-class discussions with faculty). There is as yet no really effective yardstick by which to judge the results for the latter two measures (but see the ARU's Report on Lower Division Education at Berkeley). However, for the overall level of faculty-student interaction, student dissatisfaction virtually equalled student satisfaction.

***The percentages reported on this page are drawn from items with two different scales. For the item on "Number of Faculty Who 'Know' the Student," the scale is: zero; one; two; three; four or more. For the item on "Out-of-Class Discussions," the scale is: 0; 1-2; 3-4; 5-6; 7 or more. Regarding the first item: Since the programs with more students "known" to faculty also have higher proportions of students choosing the highest response category, the means analysis understates the differences between programs. (See footnote *** of Data Table 5.) Regarding the second item: Although the highest response category was recoded to equal 7.5 (see footnote *** of Data Table 5), the average number of out-of-class discussions with faculty is probably understated somewhat, as would be the differences between programs.

[1] See footnote 1 on the previous page.

The second-highest levels of dissatisfaction with faculty-student interaction, the lowest number of faculty who know students by name or sight, and the second-lowest number of out-of-class discussions with faculty were reported by Psychology majors. This pattern was repeated, only somewhat less severely, in Social Welfare (where out-of-class discussions with faculty were fewest) and in PEIS. Student dissatisfaction with the level of interaction with faculty was highest in Economics.[1] (The number of faculty who know students by name or sight was also relatively low in Economics, but out-of-class discussions with faculty were at the average for all 14 programs.) Generally similar results, with still less severity (but with dissatisfaction with the level of faculty contact exceeding satisfaction), were found in Political Science, Sociology, Anthropology and, finally, in Development Studies.

Psych
SocWel
PEIS
Econ
PolSci
Sociol
Anthro
DevStd

It is noteworthy that the eight programs with the lowest ratings of satisfaction with faculty-student contact were also the eight lowest on both of the other faculty contact-related items. (Also, only two of the three questions are located adjacently in the UMPEQ.)

FACULTY RECEPTIVITY AND SUPPORT (Data Tables 6-7)

While the previous section focused on the quantity of faculty-student contact and on overall student satisfaction with it, the items grouped under this heading refer more to the elements of quality in faculty-student interaction. Among the concerns here are: students' general perceptions of the level of faculty interest in and concern about undergraduates; the openness and extent of faculty-student communication; whether there is a faculty member to whom the student comfortably can go and whether any faculty member can write the student a good letter of recommendation; faculty receptivity to student input about course structure and content; the availability of academic support or help; and faculty receptivity to women and ethnic minority students.

Faculty Interest/Concern. The respondents generally disagreed (53-27-20) that faculty in their program do not seem interested in or concerned about undergraduates. But faculty received highly positive ratings in only 6 of the 14 programs [F-prob.= .0000], and the maximum differences between program ratings was large. Faculty interest/concern about undergraduates was affirmed by overwhelming majorities (disagreeing) in the Social Science Field Major (88-8-4) and CNR (88-9-3), and these ratings were significantly better than those in 9-11 of the other programs. Disagreement also prevailed by very large majorities in Development Studies (70-22-9) and Geography (72-15-13). In the eight lowest-rated programs, which differed only a little in their ratings, disagreement that faculty do not seem interested in or concerned about undergraduates ranged from 35% to 50% (averaging 42%), and agreement ranged from 15% to 35% (averaging 27%).

Openness/Extent of Faculty-Student Communication. The results of a somewhat global rating on faculty-student communication—which combined quality and quantity ("is open and fairly extensive")—varied very substantially between some of the programs [F-prob.= .0000]. Two programs were regarded as outstanding, the Social Science Field Major (0-16-84) and CNR (6-6-88), and three others had very large majorities in agreement: Development Studies (10-14-76), Geography (5-25-70)

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[1] Heavy enrollments recently have prevailed in Economics, and a high GPA, which may be associated with higher student expectations, has been required for entry into the major. Under somewhat similar enrollment and entrance conditions, however, Business Administration was rated significantly higher than Economics on this item.

Faculty Receptivity and Support

Item: I have a regular faculty advisor (or otherwise know a faculty member in my program) to whom I would feel comfortable going at any time during the year. [Q. 21.]

TOTALS — Social Science-related Programs

21% Str. Disagree — 22% Disagree — 11% In Between — 23% Agree — 24% Str. Agree

Mean: 3.07 ± 0.13 (474) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Econ	2.05	± 0.39	(39)	SocWel	2.52	± 0.51	(31)	PEIS	3.23	± 0.52	(31)	CNR	4.35	± 0.36	(34)
Psych	2.08	0.45	(36)	Anthro	2.79	0.51	(34)	DevStd	3.63	0.61	(24)	FldMaj	4.56	0.32	(27)
PolSci	2.46	0.50	(35)	Sociol	2.90	0.46	(41)	Geog	3.92	0.37	(37)				
BusAd	2.50	0.42	(40)	Ling	3.02	0.42	(41)	PENR	4.00	0.48	(31)				

Item: At least one professor in this program knows me or my work well enough to write me a good recommendation for graduate school or a job. [Q. 25.]

TOTALS — Social Science-related Programs

23% Str. Disagree — 22% Disagree — 9% In Between — 24% Agree — 21% Str. Agree

Mean: 2.98 ± 0.13 (478) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Psych	1.90	± 0.36	(41)	DevStd	2.87	± 0.75	(23)	PENR	3.08	± 0.64	(25)	BusAd	3.33	± 0.50	(40)
PEIS	2.42	0.49	(31)	*HltS77	2.87	0.15	(423)	PolSci	3.11	0.47	(37)	Geog	3.37	0.49	(38)
Econ	2.64	0.48	(39)	Anthro	2.94	0.50	(35)	Ling	3.11	0.49	(37)	CNR	3.47	0.47	(32)
SocWel	2.79	0.52	(34)	Sociol	3.05	0.45	(41)	*SHum77	3.26	0.17	(274)	FldMaj	4.04	0.50	(25)

Item: I have needed further explanation or extra instruction in courses in my major, but help or a referral did not seem easy to obtain. [Q. 33.]

TOTALS — Social Science-related Programs

13% Str. Disagree — 45% Disagree — 22% In Between — 15% Agree — 5% Str. Agree

Mean: 2.55 ± 0.11 (368)** F-probability = .0754*

Prog.	Mean	95% Conf.	N												
Geog	2.08	± 0.38	(25)**	BusAd	2.39	± 0.37	(28)**	*SHum77	2.55	± 0.15	(203)**	SocWel	2.77	± 0.38	(26)**
FldMaj	2.17	0.50	(23)	*HltS77	2.44	0.12	(345)	Ling	2.59	0.44	(29)**	PolSci	2.80	0.40	(30)
CNR	2.25	0.39	(28)	PENR	2.45	0.39	(20)	Sociol	2.66	0.43	(32)	Psych	2.85	0.62	(33)
DevStd	2.33	0.45	(18)**	Anthro	2.45	0.45	(22)**	Econ	2.66	0.44	(32)	PEIS	2.95	0.52	(22)

Item: Most of the faculty in this program are receptive to student input on class structure and content. [Q. 31.]

TOTALS — Social Science-related Programs

5% Str. Disagree — 16% Disagree — 31% In Between — 38% Agree — 10% Str. Agree

Mean: 3.32 ± 0.09 (455) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
PolSci	2.78	± 0.28	(37)	PEIS	3.16	± 0.34	(31)	PENR	3.42	± 0.41	(24)	Geog	3.54	± 0.30	(35)
Econ	2.81	0.39	(36)	Psych	3.20	0.30	(40)	BusAd	3.43	0.28	(40)	Ling	3.57	0.32	(37)
SocWel	2.88	0.39	(33)	*HltS77	3.23	0.10	(390)	Anthro	3.47	0.33	(32)	CNR	3.86	0.38	(29)
*SHum77	2.92	0.13	(261)	Sociol	3.32	0.35	(38)	DevStd	3.47	0.54	(19)	FldMaj	4.00	0.43	(24)

Item: Communication between faculty and students in this program is open and fairly extensive. [Q. 22.]

TOTALS — Social Science-related Programs

8% Str. Disagree — 16% Disagree — 29% In Between — 30% Agree — 17% Str. Agree

Mean: 3.33 ± 0.11 (469) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
Econ	2.50	± 0.33	(40)	Ling	3.03	± 0.38	(39)	*HltS77	3.28	± 0.10	(423)	Geog	4.03	± 0.32	(40)
PolSci	2.67	0.38	(33)	Sociol	3.08	0.32	(39)	PEIS	3.30	0.37	(30)	DevStd	4.05	0.44	(21)
Psych	2.68	0.36	(37)	Anthro	3.14	0.42	(35)	BusAd	3.41	0.30	(37)	CNR	4.33	0.30	(33)
SocWel	3.00	0.35	(35)	*SHum77	3.17	0.14	(275)	PENR	3.84	0.35	(25)	FldMaj	4.52	0.32	(25)

Item: Faculty members in this program don't really seem interested in or concerned about undergraduates. [Q. 24.] [1977 wording: ~~don't really~~ seem aren't really . . .]

TOTALS -- Social Science-related Programs

17% Str. Disagree — 36% Disagree — 27% In Between — 13% Agree — 7% Str. Agree

Mean: 2.56 ± 0.10 (484) F-probability = .0000*

Prog.	Mean	95% Conf.	N												
FldMaj	1.42	± 0.38	(26)	PENR	2.31	± 0.37	(26)	Econ	2.77	± 0.42	(39)	Anthro	2.83	± 0.41	(36)
CNR	1.78	0.27	(32)	BusAd	2.46	0.26	(41)	Sociol	2.78	0.28	(41)	PolSci	2.89	0.37	(37)
DevStd	2.13	0.46	(23)	*HltS77	2.64	0.10	(418)	PEIS	2.80	0.46	(30)	Psych	2.98	0.34	(40)
Geog	2.21	0.35	(39)	*SHum77	2.71	0.13	(273)	Ling	2.83	0.35	(40)	SocWel	3.00	0.33	(34)

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*The F-tests are based on the original 1-5 metric and exclude the 1977 samples ("HltS77" and "SHum77").

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

and PENR (8-20-72). In the three lowest-rated programs, *disagreement* prevailed by a plurality (or more): Economics (45-38-18), Political Science (52-21-27) and Psychology (41-41-19). Four other programs, where agreement that faculty-student communication was open and fairly extensive prevailed by only a plurality, were also rated significantly lower than the (four or) five highest-rated programs. The other, moderately low-rated programs are: Social Welfare (37-23-40), Linguistics (33-26-41), Sociology (23-44-33) and Anthropology (23-31-46).

Access to Faculty, and to Recommendations. Whether providing access for students to at least one faculty member involves development of an effective departmental advising system or relies on a more informal outreach and receptivity by faculty, or some mix of the two, it seems important that *all* students have at least one faculty member to whom they can feel comfortable going. Accordingly, the UMPEQ included an item, "I have a regular faculty advisor (or otherwise know a faculty member in my program) to whom I would feel comfortable going at any time during the year." Overall, a slight plurality of the respondents agreed (43-11-47) with the UMPEQ statement. However, the results showed immense differences between some of the programs [F-prob.= .0000]—perhaps the largest interprogram differences in the entire questionnaire. (There was also relatively high intraprogram variation on the item.)

The overwhelming award winners for providing/enabling comfortable access by students to faculty are the Social Science Field Major (4-7-89) and CNR (9-6-85), with PENR (13-13-75) and Geography (11-16-73) at a very large majority, and with Development Studies (29-13-58) also fairly well-rated. In two programs, very large majorities *disagreed* that they had a faculty advisor, or some other faculty member, to whom they would feel comfortable going. These were Economics (74-10-15) and Psychology (72-6-22). In addition, large majorities disagreed in Political Science (57-14-29), Business Administration (63-8-30) and Social Welfare (65-6-29). Finally, but still significantly lower than the four highest-rated programs, three departments were rated toward the middle in terms of comfort of access by students to at least one faculty member: Anthropology (50-9-41), Sociology (51-5-44) and Linguistics (39-15-46).

With the (partial) exceptions of Geography (4th highest-rated of 14 on access to faculty) and Social Welfare (5th lowest-rated), the transdepartmental majors seem to provide much better access to faculty than do the departments.

Beyond comfortable access to faculty, the UMPEQ inquired whether "At least one professor in this program knows me or my work well enough to write me a good recommendation for graduate school or a job."[1] Across all the respondents, agreement equalled disagreement (45-9-45). Differences between some programs reached very substantial proportions [F-prob.= .0000], but intraprogram variation was also relatively large. More likely than not, some of the intraprogram variation is due to the class standing of the students and/or their length of time at UCB. In particular, the results in Psychology, Social Welfare, Political Science and PENR may be affected (lowered) somewhat. (See Appendix A, Tables F and I, regarding: class standing; quarters at UCB; number of courses completed in the major.)

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[1] Regarding the use of the word "professor" in this item, see the footnote on page 17. An additional comment: I believe that this UMPEQ item *is worded fairly* in assuming that every UCB student (if not every human being, especially when drawn from the top eighth of a group) has at least some talents and qualities which, if known well enough to a faculty member, would enable the student to obtain a good letter of recommendation.

The best access to letters of recommendation was in the Social Science Field Major (4-8-20-16-52).*** This response was significantly better than that in seven other programs. A majority also agreed that they had access to good letters in CNR (6-25-9-34-25), Geography (18-13-11-29-29) and Business Administration (20-15-10-23-33). At the other end of the distribution, few Psychology majors had a sure faculty source for a good letter of recommendation (49-29-7-12-2). This response was significantly lower than that for 10 other programs. A majority also lacked access in PEIS (29-35-10-16-10) and in Economics (31-26-8-21-15).

Course-related Student Input. According to a plurality (21-31-48) of the respondents, most of their faculty are receptive to student input on class structure and content. Very large majorities agreed in the Social Science Field Major (13-13-75) and CNR (7-14-79). A plurality disagreed, however, in Political Science (32-49-19), Economics (33-36-30) and Social Welfare (33-42-24) [F-prob.= .0000]. Differences of borderline significance also existed between the three lowest-rated programs and six others where a majority agreed that faculty in their program's courses were receptive to student input on class structure and content. The six were: Linguistics, Geography, Development Studies, Anthropology, Business Administration and PENR. In these programs, disagreement ranged from 11% to 21%, agreement from 51% to 63%.

Further Explanation/Instruction or Referral for Help. When academic help is needed, it is important to be able to get it. Consequently, the UMPEQ asked for a response to: "I have needed further explanation or extra instruction in courses in my major, but help or a referral did not seem easy to obtain." A majority of those who gave a scaled response disagreed (58-22-20)** that there were problems of this type. While the item mean is probably inflated (high) due to the nonresponse of (most of those?) students who never needed any help, programs (and their professors) where large minorities are unsure about how to get help when needed may well want to pay closer attention to such needs. Differences between programs on this item were of borderline significance at best [F-prob.= .0754]. Percentage response patterns varied from disagreement by a very large majority (e.g., 72-20-8) to disagreement by a rather modest plurality (e.g., 0-50-23-9-18,*** or 42-24-33).

Faculty Receptivity to/Support of Male and Female, and White and Ethnic Minority Students. Discrimination against certain classes of students is difficult to know about if one is not a recipient of it or a witness to it in some fairly overt form. Hence, some students (over 25% in one case) probably did not feel they could answer the UMPEQ items about whether faculty seemed to favor one sex, or one ethnic group or another. But among the many who ventured responses, an overwhelming majority indicated that faculty were "'Neither more nor less' supportive of and receptive to" male than female students, and the same was true as regards white and ethnic minority students. There were no differences between programs on either item [F-probs.= .1869 and .4176, respectively], and there were no really consequential divergences among the programs from the 3.00 mean (which equals "Neither more nor less").

**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

***When the patterns of agreement and disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

Summary of Problems by Department/Program

The focus of this section was on faculty receptivity to and support of students (faculty interest in/concern about undergraduates, faculty-student communication, student access to faculty advisors and letters of recommendation, acceptance of student input on course structure and content, availability of extra help when needed, reactions to male/female students and to whites/ethnic minorities).

Psych
Econ
PolSci

Faculty-student communication was not seen as open and fairly extensive in Psychology, Economics or Political Science. The students in Psychology and Economics (both especially), and in Political Science did not have a faculty advisor (or otherwise know a faculty member) to whom they could comfortably go, and the likelihood of a student being able to get at least one good letter of recommendation was very low in Psychology and low in Economics (and so-so in Political Science). Also, faculty were not particularly receptive to student input on course structure and content in Political Science and Economics (Psychology was rated a little better here).

SocWel

Social Welfare was also rated fairly low on students' (comfortable) access to faculty and on their access to good letters of recommendation. Faculty acceptance of student input on course structure and content was also weak.

PEIS

Students in PEIS were unlikely to be able to obtain good letters of recommendation.

BusAd
Anthro

Students in Business Administration and Anthropology did not have a regular faculty advisor, or otherwise know a faculty member, to whom they would feel comfortable going.

In all of these programs except Business Administration, only a plurality agreed that faculty don't really seem interested in undergraduates. (This was also true in Linguistics and Sociology.) Several of these same programs also seemed a little weak in providing access to extra help (or a referral) when needed.

COMPETITION, TESTING, GRADING, WORKLOAD AND STUDENT GPA

COMPETITION AND TESTING (Data Tables 7-8)

Questionnaire items gathered under this rubric focus on aspects of UCB's academic evaluation/reward-punishment system. Specifically, the Undergraduate Major Program Evaluation Questionnaire (UMPEQ) inquired about: competition and student learning style; the clarity with which testing-related (learning) goals are specified; and the accuracy of the testing.

Competition and Student Learning. With the exception of two programs, a slight plurality to a large majority of students in all the social science-related programs disagreed that the level of competition at UCB resulted in an environment in which they study and learn best. (Overall, a plurality disagreed: 45-21-33.)*** The exceptional programs were Business Administration (18-18-63), where

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***The format of presentation of the percentage responses is always consistent unless otherwise indicated by this footnote. The first figure represents the percentage of respondents choosing "Strongly Disagree" plus "Disagree"; the second, "In Between"; and the third, "Agree" plus "Strongly Agree."

Faculty Receptivity to Males, Females, Minorities, Whites

Item: Generally speaking, faculty in this program seem to be __________ supportive of and receptive to male than female students. [Q. 39A, fill-in.]

TOTALS — Social Science-related Programs

2% Much More
6% More
84% Neither More Nor Less
1% Much Less
6% Less

Mean: 2.99 ± 0.05 (391) F-probability = .1869*

Prog.	Mean	95% Conf.	N
DevStd	2.86	± 0.21	(14)**
PolSci	2.88	0.23	(33)
Anthro	2.90	0.16	(29)
BusAd	2.92	0.14	(37)
SocWel	2.93	± 0.14	(29)
Econ	2.94	0.27	(33)
PENR	2.94	0.12	(18)**
Geog	3.00	0.08	(36)
FldMaj	3.00	± 0.14	(21)
Psych	3.00	0.15	(32)
Ling	3.08	0.20	(26)**
Sociol	3.09	0.21	(35)
CNR	3.18	± 0.18	(22)**
PEIS	3.23	0.24	(26)

Item: Generally speaking, faculty in this program seem to be __________ supportive of and receptive to white than ethnic minority students. [Q. 39B, fill-in.]

TOTALS — Social Science-related Programs

2% Much More
11% More
83% Neither More Nor Less
1% Much Less
2% Less

Mean: 2.90 ± 0.06 (334)** F-probability = .4176*

Prog.	Mean	95% Conf.	N
Econ	2.72	± 0.29	(29)**
PolSci	2.78	0.20	(27)**
SocWel	2.81	0.16	(26)**
PEIS	2.82	0.22	(22)**
Geog	2.87	± 0.24	(23)**
Sociol	2.88	0.20	(32)
CNR	2.90	0.14	(20)**
Psych	2.93	0.20	(29)**
FldMaj	2.95	± 0.11	(19)**
DevStd	3.00	0.00	(12)**
Ling	3.00	0.12	(24)**
BusAd	3.03	0.22	(34)
Anthro	3.05	± 0.32	(22)**
PENR	3.07	0.14	(15)**

COMPETITION, TESTING, GRADING, WORKLOAD, AND STUDENT PERFORMANCE

Item: I study and learn best in an environment with competition at a level such as we have here at Berkeley. [Q. 32.]

TOTALS — Social Science-related Programs

21% Str. Disagree
24% Disagree
21% In Between
9% Str. Agree
24% Agree

Mean: 2.75 ± 0.12 (458) F-probability = .0002*

Prog.	Mean	95% Conf.	N
CNR	2.19	± 0.46	(32)
DevStd	2.32	0.39	(22)
SocWel	2.41	0.39	(34)
Sociol	2.48	0.35	(40)
Psych	2.49	± 0.41	(39)
PolSci	2.66	0.38	(35)
*HltS77	2.68	0.12	(421)
FldMaj	2.70	0.51	(23)
PEIS	2.72	± 0.46	(29)
Econ	2.74	0.44	(38)
Anthro	2.88	0.45	(33)
*SHum77	2.90	0.17	(253)
PENR	2.96	± 0.66	(23)
Ling	2.97	0.43	(37)
Geog	3.31	0.44	(36)
BusAd	3.53	0.37	(38)

Item: I have been impressed by the caliber or motivation of the other students in this major. [Q. 62.]

TOTALS -- Social Science-related Programs

5% Str. Disagree
13% Disagree
26% In Between
20% Str. Agree
36% Agree

Mean: 3.55 ± 0.10 (466) F-probability = .0000*

Prog.	Mean	95% Conf.	N
SocWel	2.88	± 0.31	(34)
Sociol	2.90	0.33	(40)
Econ	3.00	0.34	(40)
*SHum77	3.29	0.15	(263)
PolSci	3.36	± 0.37	(36)
Ling	3.45	0.36	(38)
PEIS	3.48	0.35	(29)
Anthro	3.50	0.36	(34)
PENR	3.57	± 0.53	(21)
Psych	3.58	0.36	(40)
*HltS77	3.63	0.10	(414)
FldMaj	3.84	0.33	(25)
Geog	3.92	± 0.32	(38)
CNR	4.03	0.35	(31)
BusAd	4.25	0.28	(40)
DevStd	4.55	0.32	(20)

Item: Faculty in my program clearly state at the outset what the courses will cover and what students need to know or do to get an "A." [Q. 29.]

TOTALS -- Social Science-related Programs

8% Str. Disagree
23% Disagree
35% In Between
5% Str. Agree
30% Agree

Mean: 3.01 ± 0.09 (473) F-probability = .0073*

Prog.	Mean	95% Conf.	N
PEIS	2.50	± 0.32	(30)
Sociol	2.69	0.33	(39)
*SHum77	2.70	0.13	(266)
DevStd	2.75	0.43	(20)
PolSci	2.81	± 0.32	(37)
Ling	2.84	0.37	(38)
Econ	2.87	0.37	(38)
SocWel	2.92	0.38	(36)
*HltS77	2.95	± 0.10	(421)
Geog	3.18	0.32	(39)
CNR	3.21	0.39	(28)
Anthro	3.23	0.33	(35)
PENR	3.23	± 0.33	(26)
BusAd	3.24	0.32	(41)
FldMaj	3.27	0.37	(26)
Psych	3.30	0.30	(40)

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*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. [The metric, "Much More" to "Much Less" is also treated as indicated for the "Disagree" to "Agree" scale.]

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

students presumably have higher aptitudes for competition, and Geography (31-17-53). Students in five programs had significantly more negative views about the value for them of academic competition at UCB [F-prob.= .0002]. These programs were: CNR (69-6-25), where cooperation and teamwork may most be emphasized, Development Studies (68-9-23), Social Welfare (47-38-15), Sociology (58-25-18) and Psychology (51-23-26).

Testing: Clarity of Faculty Expectations; and Accuracy. One of the prerequisites for "objective" testing and grading of student performance or, more generally, for testing based upon students' mastery of the materials or upon workload-based standards, is faculty clarity about learning-related expectations.[1] (Workload-based standards may be employed even where considerable subjectivity is involved in testing and grading.) Consequently, the UMPEQ included an item asking whether "Faculty in my program clearly state at the outset what the courses will cover and what students need to know or do to get an 'A'." Overall, the respondents' views were split fairly evenly across the response categories (31-35-35). Differences between programs tended to be modest [F-prob.= .0073].

The seven programs with pluralities agreeing that faculty were clear about what students need to know or do to get an "A" grade were significantly better-rated than PEIS (53-33-13), but not statistically different from the other six programs where disagreement prevailed (by a plurality). The highest-rated programs were Psychology (18-35-48), the Social Science Field Major (15-46-38), Business Administration (24-37-39), PENR (19-42-38), Anthropology (20-37-43), CNR (21-32-46) and Geography (21-38-41). It is especially interesting to note that Psychology, which has typically been rated rather poorly, is ranked highest on this dimension—perhaps due in part to the efforts of Prof. Covington (et al.), who has been a practitioner (and researcher) of absolute and workload-based grading standards.

Whether testing in most courses "measured fairly accurately" the student's knowledge of the material was a focus of another UMPEQ item (Data Tables--8). Here, the students' responses were more positive, with agreement prevailing by a plurality to a very large majority across the programs. But the pattern of agreement/disagreement across all five points of the scale was not suggestive of a particularly positive assessment: 5-13-26-49-7. While there were no statistically significant differences between programs [F-prob.= .1495], the confidence interval of Anthropology (6-20-74) did not overlap with that of Psychology (27-34-39). [The Social Science Field Major (15-22-63) and PENR (15-8-77) were also fairly highly-rated.]

Summary of Problems by Department/Program

The summary for this section is presented in combination with the summary for the next section on "Grading, Workload, and GPA."

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[1] In previous studies, especially in the health-related sciences, as reported in the ARU report, Evaluation of Undergraduate Study in the Pre-Health Sciences at the University of California, Berkeley (Brewer, Koon, et al., 1978), our in-depth analysis resulted in the determination that reasonable absolute standards for grading (e.g., where "objective" tests are used) and workload-based standards (where evaluation of student work is contingent on workload but also requires a reasonable degree of competence and quality) would almost undoubtedly enhance learning and reduce the competition that a plurality to majority of students in all disciplinary areas believe is counterproductive for their learning.

Item: Tests given by faculty in most of my courses in this program have measured fairly accurately my knowledge of the material. [Q. 28.] [1977 wording: "in most of my courses" follows the word "material".]

Prog.	Mean	95% Conf.	N
Psych	3.05	± 0.35	(41)
Econ	3.23	0.35	(39)
Sociol	3.26	0.28	(42)
PEIS	3.32	0.36	(31)
SocWel	3.33	± 0.31	(36)
PolSci	3.35	0.26	(37)
*HltS77	3.36	0.10	(419)
DevStd	3.39	0.45	(23)
Ling	3.41	± 0.38	(41)
CNR	3.45	0.33	(31)
BusAd	3.46	0.29	(41)
Geog	3.48	0.26	(40)
*SHum77	3.50	± 0.12	(259)
PENR	3.63	0.32	(26)
FldMaj	3.67	0.47	(27)
Anthro	3.80	0.25	(35)

TOTALS — Social Science-related Programs

5% Str. Disagree — 7% Str. Agree
13% Disagree — 26% In Between — 49% Agree
Mean: 3.40 ± 0.09 (490) — F-probability = .1495*

Item: Grading in this program is more rigorous than in most—it is very hard to get an "A." [Q. 27.]

Prog.	Mean	95% Conf.	N
CNR	2.64	± 0.32	(28)
Anthro	2.91	0.31	(33)
DevStd	2.95	0.47	(19)
Sociol	3.12	0.37	(41)
Ling	3.16	± 0.39	(37)
Geog	3.24	0.36	(38)
PENR	3.28	0.45	(25)
Econ	3.31	0.30	(39)
Psych	3.38	± 0.30	(40)
SocWel	3.44	0.33	(36)
PEIS	3.48	0.39	(29)
FldMaj	3.50	0.38	(26)
*SHum77	3.52	± 0.12	(271)
PolSci	3.57	0.34	(35)
BusAd	3.61	0.34	(41)
*HltS77	3.78	0.09	(411)

TOTALS — Social Science-related Programs

3% Str. Disagree — 13% Str. Agree
22% Disagree — 34% In Between — 28% Agree
Mean: 3.27 ± 0.09 (467) — F-probability = .0060*

Item: Compared to work in other programs, the students in this program must do a lot of work for the number of units (credit) awarded. [Q. 53.]

Prog.	Mean	95% Conf.	N
Sociol	2.58	± 0.33	(38)
Psych	2.62	0.28	(37)
Geog	2.67	0.30	(36)
SocWel	2.76	0.37	(33)
Anthro	2.79	± 0.36	(29)
PolSci	2.79	0.32	(34)
PEIS	2.81	0.30	(26)
CNR	2.93	0.33	(28)
Ling	2.97	± 0.33	(38)
DevStd	3.05	0.52	(19)
PENR	3.14	0.39	(21)
Econ	3.23	0.34	(40)
FldMaj	3.36	± 0.48	(22)
BusAd	3.41	0.31	(41)
*SHum77	3.45	0.14	(260)
*HltS77	3.99	0.10	(417)

TOTALS — Social Science-related Programs

5% Str. Disagree — 8% Str. Agree
30% Disagree — 42% In Between — 16% Agree
Mean: 2.93 ± 0.09 (442) — F-probability = .0012*

Item: Thus far, what is your Grade Point Average for all courses you have completed at Berkeley?

Prog.	Mean	95% Conf.	N
PEIS	2.87	± 0.16	(30)
PENR	2.97	0.21	(23)
SocWel	3.01	0.17	(33)
FldMaj	3.04	0.16	(25)
Sociol	3.07	± 0.15	(41)
Psych	3.16	0.15	(39)
CNR	3.18	0.18	(32)
Geog	3.19	0.15	(39)
DevStd	3.20	± 0.19	(22)
PolSci	3.22	0.14	(35)
Ling	3.23	0.17	(39)
BusAd	3.32	0.12	(41)
Anthro	3.33	± 0.14	(36)
Econ	3.34	0.13	(40)

TOTALS — Social Science-related Programs

Mean: 3.17 ± 0.04 (475) — F-probability = .0001*

PROVISION OF INFORMATION TO STUDENTS

Item: The program provides a good general orientation for students new to the major. [Q. 20.]

Prog.	Mean	95% Conf.	N
Econ	2.34	± 0.36	(38)
Anthro	2.71	0.48	(31)
*SHum77	2.82	0.15	(239)
Ling	2.85	0.36	(40)
Sociol	2.86	± 0.41	(36)
*HltS77	2.92	0.11	(401)
PolSci	2.94	0.39	(34)
SocWel	3.21	0.37	(33)
Psych	3.28	± 0.29	(39)
BusAd	3.37	0.34	(38)
PEIS	3.52	0.39	(29)
PENR	3.52	0.39	(23)
FldMaj	3.71	± 0.44	(24)
Geog	3.75	0.37	(36)
DevStd	3.96	0.50	(23)
CNR	4.33	0.28	(33)

TOTALS — Social Science-related Programs

9% Str. Disagree — 12% Str. Agree
20% Disagree — 19% In Between — 40% Agree
Mean: 3.27 ± 0.11 (457) — F-probability = .0000*

Item: The program's system of information and advising (faculty, secretaries, catalogs, etc.) makes it easy for me to choose courses, professors, and to understand how best to meet my academic needs. [Q. 19.]

Prog.	Mean	95% Conf.	N
Econ	2.50	± 0.39	(38)
PolSci	2.84	0.36	(37)
Anthro	2.88	0.43	(33)
Ling	2.93	0.39	(40)
Psych	3.00	± 0.38	(39)
Sociol	3.03	0.38	(40)
SocWel	3.08	0.34	(36)
*SHum77	3.19	0.14	(280)
*HltS77	3.27	± 0.11	(426)
BusAd	3.38	0.37	(40)
Geog	3.67	0.36	(39)
PEIS	3.81	0.38	(31)
PENR	3.85	± 0.36	(26)
CNR	3.88	0.41	(33)
DevStd	4.17	0.50	(23)
FldMaj	4.22	0.43	(27)

TOTALS -- Social Science-related Programs

10% Str. Disagree — 18% Str. Agree
16% Disagree — 24% In Between — 32% Agree
Mean: 3.31 ± 0.11 (482) — F-probability = .0000*

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*The F-tests are based on the original metrics (e.g., the 1-5 "Strongly Disagree" to "Strongly Agree", or GPA in its numerical form) and exclude the 1977 samples ("HltS77" and "SHum77").

GRADING, WORKLOAD, AND GPA (Data Tables 7-8)

This section focuses on student ratings of the rigor of grading, the workload per unit of credit, and the caliber or motivation of peers in the same program. Also considered are student reports of the number of hours per week they study [a behavioral measure of sorts] and of their Grade-Point-Average (GPA).

Crossreferences. GPA is sometimes used as an indicator of student learning. When considering student learning, the reader may also wish to check the results on the items about retention of material learned (page 12) and on the program's contribution to "gaining a thorough understanding of the subject matter" (page 43).

Grading. (Data Tables—8.) From the "absolute" perspective (i.e., considering the proportion of "agree"/"disagree" responses--see Appendix A, page 13), a plurality of the respondents in the 14 social science-related programs agreed (25-34-41) that grading in their program is "more rigorous than in most."[1] The proportion of agree responses is highest in the health-related sciences, and the selected humanities were also rated as more rigorous than a majority of the social science-related programs. Within the social sciences, CNR (50-32-18) was rated as less rigorous than seven other programs, and Anthropology (30-42-27) [and possibly Development Studies (0-37-42-10-10)] was also rated lower than the two most rigorous programs [F-prob.= .0060]. The five programs rated as most rigorous (with a majority agreeing but which differ little from those ranked 6th through 11th) are: Business Administration (20-27-54), Political Science (14-34-51), the Social Science Field Major (15-35-50), PEIS (24-17-59) and Social Welfare (19-31-50).

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[1] In several as yet unreported studies, I have invariably found student evaluations of (various components of) their academic programs to evince signs of having considerable validity and reliability. (The question of the representativeness of the samples are included in the ARU reports, and there seem to be very few problems in this regard.)

However, since the wording of the item about grading rigor asks students to use a comparative approach in making their ratings, the student reports on this question would seem to be somewhat incongruous as regards their validity. That is, with agreement at 41% (and disagreement at 25%), with even larger percentage point spreads between agreement and disagreement in the humanities and health-related sciences samples, some inaccuracy in the ratings is suggested.

For some time, I have believed that students' ratings might well not be valid or unbiased on such a question—if only because students may not want their workload to be increased. There are, however, possible explanatory factors to be considered before drawing such a conclusion. For example, nonmajors often take upper (and lower) division service courses in other departments, and these courses may be less demanding than courses for the major in those same departments. (Service courses may typically be addressed to a more diverse student audience and be more broadly focused on general understanding. Also, such electives, when taken later in one's college career, may be easier than if taken early on.) The students' judgments on the grading item also surely overweight the larger/largest classes on campus, since experiences in these classes would be a common reference point for more raters. Because of their broader focus, many of the largest classes may, perforce, be graded less rigorously, especially in the eyes of advanced students.

On the matter of validity from a relative perspective, the higher mean rating of the health-related sciences--i.e., above the means for the selected humanities and the social sciences—does seem in accord with campus beliefs about grading rigor as well as with Office of Institutional Research reports on grades actually awarded. (Since the ARU's humanities departments are "selected" and some departments' students are especially overrepresented--with unknown effects--and because I have not examined the OIR data on actual grades awarded in these departments, I am not prepared to comment on the relative placement of the humanities mean.)

Workload. Workload was assessed in two ways: by direct student ratings of the comparative amount of work for the number of units awarded; and by dividing students' reports of the number of hours per week that they studied by the number of units they reported taking (both for Fall 1978).

In the student ratings, all of the social science-related program means were below the average rating for the selected group of humanities programs, and the humanities programs' average, in turn, was equally far behind that for the health-related sciences programs. Considering all three samples, the students in most programs rated their own workload as higher than in other programs, but the seeming lack of validity to this "comparative" rating is subject to the qualifications given in footnote 1 on page 27. In the social sciences sample, a plurality disagreed (35-42-24) that "Compared to work in other programs, the students in this program must do a lot of work for the number of units (credit) awarded."

There were also modest differences between the ratings of some of the social science programs [F-prob.= .0012]. Business Administration (17-41-41), which was followed closely by the Social Science Field Major (23-41-36), was rated as requiring significantly more work per unit than were Sociology (50-32-18), Psychology (49-43-8) and Geography (36-53-11), and these three had mean ratings only slightly lower than Social Welfare, Anthropology, Political Science and PEIS.

The full set of program means for the behavioral measure of student workload are shown in Table H of Appendix A (page 5; see also page A-9). A number of important qualifications concerning these data are discussed in the two paragraphs following the presentation of the results in the next paragraph.

For the social sciences sample, the calculations found the average number of hours of study outside of lecture and section, per unit, per week, was 1.26 (in Fall 1978). This compares with the average for the Selected Humanities sample of 1.38 hours per unit per week (in Fall 1976). In the health-related sciences sample, the means for the various programs ranged from 1.33 to 1.83 hours of study per unit per week (also in Fall 1976). There was also a hint of difference between some of the social science programs [F-prob.= .0291], with Social Welfare rated lowest (0.96 hours of study per unit per week). Rated significantly higher were Development Studies (1.64 hours), the Social Science Field Major (1.50 hours) and Anthropology (1.47 hours). [Sociology students (1.03) also reported a fairly low number of hours of study per unit per week, and Business Administration (1.42) and CNR (1.42) were among the higher-ranking programs.]

There are a number of important qualifications concerning students' reports of their hours of study per week that should be considered before conclusions or implications are drawn from the data noted above and shown in Table H. Among the qualifications are:

1. Informal forms of study, particularly discipline-related discussions with classmates (e.g., about developments in, and the dynamics of, society), may well not be included in the students' report of the number of hours they study per week.
2. The average number of hours studied includes students who are doing relatively poorly academically as well as those who are doing relatively well.[1] Some particularly well-prepared, "able," and senior students may obtain high grades with less than the "expected" amount of study.

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[1] For more information on the relationship between GPA and hours of study per unit per week, see the subsection on "Grade-Point-Average" on page 29.

3. Related pursuits that are not formally a part of most courses (especially serious, outside reading and experiential learning from community activities and certain cultural events) are almost undoubtedly not counted in the students' reports.
4. Paper-writing may not strictly have been included in the reports of all students of their hours of "study."
5. Some students may eschew the "recommended" readings while instructors may well not wish to exclude such reading entirely from the design of course workloads. (Some of this reading, and even some of the required reading, may also have been read by some students prior to their entry into various courses, especially in the social sciences and humanities.)

Caliber/Motivation of Students. (Data Tables—7.) Another and perhaps more subtle measure of workload, grading rigor and student quality is one in which students assess their peers. A majority (18-26-56) of the respondents agreed they have been "impressed by the caliber or motivation of the other students in this major." However, there were large differences between some of the social science-related programs [F-prob.= .0000]. Students were especially impressed by the caliber or motivation of their colleagues in Development Studies (0-10-90) and Business Administration (8-5-88). Students were also fairly impressed in CNR (0-3-32-23-42),*** Geography (5-0-18-50-26) and the Social Science Field Major (0-8-16-60-16). Students were least impressed by the caliber or motivation of their fellows in Social Welfare (26-50-24), Sociology (38-33-30) and Economics (30-35-35)—the last-named department despite the requirement for a high GPA for entrance into the major.

Grade-Point-Average. (Data Tables—8.) Reported GPA for all coursework undertaken at UCB varied from 2.87 to 3.34 across the 14 programs [F-prob.= .0000],[1] and averaged 3.17. The highest reported GPAs were found in Economics, Anthropology and Business Administration (all 3.3). (Business Administration has also in recent times required higher GPAs for entrance to the major.) The lowest GPAs were found in PEIS (2.9), PENR and Social Welfare (both 3.0), and Sociology (3.1). (The results for PEIS, in turn, may be affected by the GPA requirements for entry into the major in Economics, and possibly also by Business Administration's limits.)

Because these data represent overall GPA at UCB, they are not usable directly in assessing grades awarded/earned solely within each program. With the large variety in patterns of course-taking and possible grading differences between programs (i.e., also with unknown effects on the reported GPAs), the data are also not very usable in assessing the quality of a program's students. (It is in any case a dubious practice to assume that GPA relates to anything much other than GPA in subsequent and prior schooling and, to a lesser extent, to some achievement/"aptitude"/ability test scores.)[2]

***When the patterns of agreement and disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

[1] Although GPA is a 5-point scale, the actual distribution for passing students such as these is limited to the interval from 2.0 to 4.0 (or half of the scale). As a result, there is not as much variation between program means (or within each program) as there is on most other UMPEQ items. Thus, the total GPA spread is not necessarily great (0.47 points), but the confidence intervals are small and significant differences can arise accordingly.

[2] Within-program GPA (which the ARU has at times requested instead) also proves not to be a very useful measure for respondents who have completed relatively few courses. The data as collected, however, is somewhat useful in correlating UCB GPA with other variables.

Moreover, as in the ARU's study of Lower Division Education at Berkeley, we found that GPA had little relation to reported student workload. (This suggests that GPA is a rather unsatisfactory measure and/or that there are major failings in the educational process at UCB.) In the social sciences sample, the Pearson product-moment correlation coefficient was .1924 between reported GPA at UCB and the "number of hours of study outside of class/section/lab, per unit per week, in Fall 1978." This correlation implies that only 3.7% (i.e., $.1924^2$) of a social science student's GPA at UCB can be predicted from the number of hours of study per unit per week invested in Fall 1978. (In the ARU's lower division evaluation, the figure was 2.4%.)

See also the crossreferences cited on page 27.

Summary of Situation and Problems by Department/Program

This chapter focused on a cluster of concerns about competition, testing, grading, workload, student quality and GPA. The individual items concerned the value of academic competition for the student's learning, the clarity of grading-related course expectations by faculty, the accuracy of testing, the difficulty of earning an "A" grade, workload (two measures), the caliber/motivation of the respondent's peers, and overall GPA at UCB.

Sociol
SocWel
PEIS

In terms of workload (two measures), Sociology was rated among the lowest. The caliber or motivation of the (other) students in the major was also rated relatively low. (On the other hand, the average GPA of Sociology students was not very high.) Sociology faculty were not very clear about what students need to know or do to get an "A" grade, and the students expressed some difficulty with UCB's level of competition. (This latter combination, unfortunately, may contribute to the lower motivation and workload noted above.) The pattern of responses in Sociology was also found in Social Welfare and in PEIS (with the caliber/motivation rating being fairly high and the rating of faculty clarity being a little lower in the latter).

Psych
Geog

Workload was also rated (and reported) as low in Psychology and Geography, but the caliber or motivation of students was seen as fairly high, especially in Geography. GPAs in both were average. In both departments, faculty were relatively clear about course expectations related to grading, but Psychology students indicated that UCB's level of competition was not very conducive to their learning, while students in Geography were clearly more generally acceptant of the level of competition they experienced.

CNR
DevStd

While grading was not seen as rigorous by students in CNR, the caliber or motivation of students' peers was rated as fairly high. GPA was near the social science average, and student workload at or above the average. A noncompetitive approach seemed best to fit CNR student needs, since they rated UCB's level of competition to be especially ineffective as a learning mode. (Also, faculty clarity about course expectations was relatively good.) Grading rigor was seen as modest (but less so than in CNR) in Development Studies, and student caliber/motivation was again rated as high (even more so). GPA and workload data were similar to CNR (a bit higher), as was the perception that the competition at UCB is not helpful to student learning. But faculty clarity about course expectations was not particularly good in Development Studies.

Anthro

Anthropology was rated (too) as having only modest grading rigor and an average workload. However, student caliber/motivation ratings were only average and the mean GPA was among the highest. Anthropology faculty were fairly clear about grading expectations in courses and UCB's competition was less of a problem for these students.

PolSci
Econ

UCB's level of competition was rated about average (not very conducive to students' learning) in Political Science and Economics, but faculty were only moderately clear about grading-related expectations in these programs' courses. GPA at UCB was among the highest in Economics and more average in Political Science, but the caliber or motivation of the other students in the major was not very highly regarded in either department, especially in Economics. (Workload was about average in both, perhaps slightly higher in Economics.)

PENR

GPA at UCB was relatively low among students in PENR. (PENR students were otherwise average except that they reported a little more faculty clarity about course-grading expectations.)

Ling

Linguistics was rated or reported at very nearly average on all measures of concern in this section—reflecting only a moderate need for more faculty clarity about grading-related expectations in the program's courses.

FldMaj

In the Social Science Field Major, student workload was relatively high (both measures) and student caliber/motivation ratings were also fairly high, but GPA was relatively low. As was typical, the level of competition at UCB was not seen as being particularly conducive to student learning, but faculty clarity about grading expectations in courses was generally okay.

BusAd

In Business Administration, UCB's level of competition did help most students to study and learn, students' caliber or motivation was rated as high, and faculty clarity about grading expectations in courses was generally okay.

PROVISION OF INFORMATION TO STUDENTS

ORIENTATION, INFORMATION, OFFICE STAFF (Data Tables 8-9)

This section focuses on the adequacy of information provided to students--about the program (via orientation), and about courses and professors, graduate and professional schools, and career possibilities. In addition, the helpfulness of office staff is also a focus.

Crossreferences. See also the items on "Faculty Receptivity and Support" on pages 19-23.

Orientation. Although students often have at least some contact with their program or its coursework (except many transfer students, e.g.) before entering the major, each program should provide a good general orientation for students who are new to the major. The Undergraduate Major Program Evaluation Questionnaire (UMPEQ) asked student majors whether their program so provided. Overall, a majority agreed (9-20-19-40-12)*** that a good, general orientation was provided, but

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***When the patterns of agreement and disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables. (The five percentages may also be given for the overall response, as a reference.) More typically, three percentage figures are given, the first representing the percentage of respondents choosing "Strongly Disagree" plus "Disagree"; the second, "In Between"; and the third, "Agree" plus "Strongly Agree."

Item: The faculty and program provide enough information about graduate and professional school programs to which I might want to apply. [Q. 18.]

TOTALS — Social Science-related Programs

12% Str. Disagree — 25% Disagree — 27% In Between — 27% Agree — 9% Str. Agree

Mean: 2.96 ± 0.11 (422) F-probability = .0002*

Prog.	Mean	95% Conf.	N
Sociol	2.35	± 0.41	(34)
PEIS	2.52	0.36	(25)
PolSci	2.64	0.44	(33)
Econ	2.68	0.37	(38)
Anthro	2.77	± 0.47	(31)
*SHum77	2.83	0.15	(235)
Ling	2.83	0.41	(30)**
Psych	3.03	0.38	(38)
*HltS77	3.03	± 0.10	(390)
PENR	3.10	0.59	(20)
Geog	3.12	0.35	(34)
SocWel	3.24	0.41	(34)
BusAd	3.24	± 0.35	(37)
CNR	3.27	0.35	(26)
FldMaj	3.32	0.52	(22)
DevStd	3.75	0.52	(20)

Item: The faculty and program provide enough information about career opportunities for students with a Bachelor's degree in this major. [Q. 17.]

TOTALS — Social Science-related Programs

19% Str. Disagree — 28% Disagree — 24% In Between — 23% Agree — 6% Str. Agree

Mean: 2.69 ± 0.11 (441) F-probability = .0000*

Prog.	Mean	95% Conf.	N
Sociol	1.97	± 0.34	(33)
Econ	2.05	0.31	(38)
*SHum77	2.18	0.13	(233)
PolSci	2.28	0.44	(32)
Psych	2.29	± 0.33	(38)
PEIS	2.34	0.34	(29)
Ling	2.36	0.39	(36)
*HltS77	2.53	0.11	(396)
Anthro	2.63	± 0.43	(32)
Geog	2.70	0.35	(37)
SocWel	2.94	0.37	(35)
DevStd	2.95	0.49	(20)
FldMaj	3.06	± 0.67	(17)**
PENR	3.09	0.47	(22)
CNR	3.44	0.40	(32)
BusAd	3.90	0.32	(40)

Item: The program's office staff are generally quite helpful. [Q. 61.]

TOTALS — Social Science-related Programs

4% Str. Disagree — 4% Disagree — 15% In Between — 42% Agree — 36% Str. Agree

Mean: 4.02 ± 0.09 (472) F-probability = .0000*

Prog.	Mean	95% Conf.	N
Econ	3.39	± 0.38	(39)
BusAd	3.63	0.38	(40)
PolSci	3.63	0.39	(35)
Anthro	3.65	0.36	(34)
Sociol	3.70	± 0.33	(40)
SocWel	3.86	0.27	(35)
*HltS77	3.91	0.10	(416)
*SHum77	3.95	0.13	(269)
PENR	3.96	± 0.40	(23)
Psych	3.98	0.29	(40)
Ling	4.19	0.27	(37)
PEIS	4.41	0.28	(29)
FldMaj	4.42	± 0.28	(26)
Geog	4.53	0.28	(38)
CNR	4.53	0.22	(32)
DevStd	4.79	0.21	(24)

AFFIRMATIVE ACTION

Faculty Affirmative Action

Item: There are enough women faculty in this program. [Q. 35.]

TOTALS — Social Science-related Programs

27% Str. Disagree — 32% Disagree — 16% In Between — 19% Agree — 6% Str. Agree

Mean: 2.44 ± 0.12 (404) F-probability = .0000*

Prog.	Mean	95% Conf.	N
PolSci	1.88	± 0.37	(33)
Geog	1.94	0.38	(32)
DevStd	2.05	0.47	(21)
Sociol	2.13	0.30	(39)
BusAd	2.21	± 0.45	(34)
FldMaj	2.21	0.65	(19)**
Psych	2.39	0.36	(38)
*SHum77	2.57	0.17	(251)
PENR	2.58	± 0.69	(19)**
Anthro	2.59	0.43	(29)
Econ	2.59	0.46	(34)
*HltS77	2.67	0.14	(360)
PEIS	2.74	± 0.57	(23)**
SocWel	2.75	0.46	(28)
Ling	3.10	0.49	(31)
CNR	3.25	0.55	(24)**

Item: There are enough ethnic minority faculty in this program. [Q. 36.]

TOTALS — Social Science-related Programs

31% Str. Disagree — 31% Disagree — 17% In Between — 15% Agree — 7% Str. Agree

Mean: 2.36 ± 0.13 (382) F-probability = .0000*

Prog.	Mean	95% Conf.	N
PolSci	1.94	± 0.35	(32)
Psych	1.95	0.36	(37)
Ling	2.04	0.47	(27)**
Geog	2.10	0.44	(29)**
FldMaj	2.11	± 0.61	(18)**
CNR	2.12	0.45	(25)**
Sociol	2.16	0.32	(38)
Anthro	2.17	0.39	(30)
*SHum77	2.23	± 0.17	(219)
SocWel	2.35	0.53	(23)**
*HltS77	2.37	0.13	(331)
Econ	2.42	0.46	(31)
PEIS	2.79	± 0.63	(19)**
PENR	2.95	0.63	(19)**
BusAd	3.03	0.57	(32)
DevStd	3.64	0.50	(22)

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*The F-tests are based on the original metric, i.e., 1= Strongly Disagree, 2= Disagree, 3= In between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

there was a considerable difference between the responses in some of the programs [F-prob.= .0000]. A majority in Economics (29-26-26-18-0)*** felt that the Department did not provide a good general orientation for students new to the major, and Anthropology (29-16-10-45-0) was also seen as relatively weak. The adequacy of the orientation was also questioned in Linguistics (48-20-33), Sociology (47-17-36) and Political Science (12-26-21-38-3). On the other end of the spectrum, the orientation for students new to the major was rated overwhelmingly positively in CNR (3-0-97), and was seen as good by very large to large majorities in Development Studies (13-13-74), Geography (17-17-67) and the Social Science Field Major (17-21-63).

Information on Courses and Professors. A majority of the respondents also agreed (26-24-50) that their program's (entire) system of information and advising made it easy for them to choose courses and professors, and to understand how best to meet their academic needs. Again, however, there was considerable variation between the views of students in some of the programs [F-prob.= .0000]. A majority of students in Economics disagreed (26-24-26-21-3), and a nearly even division of responses was obtained in Political Science (38-35-27), Anthropology (39-27-33), Linguistics (40-18-43), Psychology (36-28-36), Sociology (33-30-38) and Social Welfare (25-44-31). In the highest-rated programs, the Social Science Field Major (7-15-78), Development Studies (9-4-87), CNR (12-18-70) and PENR (8-12-81), very large to overwhelming majorities agreed that course and professor-related information was effective, and a large majority also agreed in Geography (15-21-64).

Information on Graduate and Professional Schools. The respondents were nearly equally divided (37-27-36) on whether sufficient information was provided about graduate and professional schools to which the students might want to apply. Such information was sufficient for most in Development Studies (0-15-30-20-35), but was otherwise regarded as adequate by no more than a weak/tiny majority. On the other hand, a large majority in Sociology (65-12-24) *disagreed* that information on graduate and professional schools was sufficient, and majorities to pluralities also disagreed in PEIS (56-28-16), Political Science (45-27-27), Economics (39-32-29), Anthropology (48-13-39) and Linguistics** (37-33-30) [F-prob.= .0002].

Information on Bachelor-level Careers. Some faculty members, perhaps especially in L & S, get agitated at the very mention of careers, particularly at the bachelor's degree level, but it hardly seems too much to ask that enough information about careers be provided to students. Overall, such was not the case--a plurality disagreed (47-24-29) that enough career-related information was provided. There were considerable differences between some of the programs [F-prob.= .0000]. Only in one profession-related program did a very large majority agree, and a majority agreed in only one other program. These were Business Administration (13-10-78) and CNR (19-28-53). Very large majorities disagreed that sufficient career-related information was provided in Sociology (76-15-9) and Economics (34-34-24-8-0). A large majority also disagreed in Political Science (66-16-19), Psychology (61-29-11), PEIS (66-21-14) and Linguistics (58-22-19), and pluralities disagreed in Anthropology (41-34-25) and Geography (43-32-24). The other four programs' ratings were divided approximately equally between agreement and disagreement.

**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

***When the patterns of agreement or disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

Helpfulness of Office Staff. Program office staff were regarded as generally quite helpful by a very large majority (4-4-15-42-36)*** of respondents in the social science-related programs. However, based in part on the strength of student agreement with the item, there were some interprogram differences [F-prob.= .0000]. The highest-rated staff were found in Development Studies (0-0-4-13-83),*** CNR (0-0-6-34-59), Geography (3-0-8-21-68), the Social Science Field Major (0-0-12-35-54) and PEIS (0-3-3-41-52). [Linguistics Department staff were also relatively well-regarded (0-5-8-49-38).] While all the remaining programs were rated significantly below one or more of the highest-rated programs, the potential for improvement in the helpfulness of office staff was largely a matter of degree, with the weakest agreement being 10-5-18-49-18.

Summary of Problems by Department/Program

This section dealt with the provision of information to students (for choosing courses and professors, graduate or professional schools, and careers), and with some of the means of providing such information (a good general orientation and office staff).

Econ
Sociol
PolSci
Ling
Anthro

Results on these items tended to cluster, such that the performance of five departments was rated low on four of the five items (excluding office staff helpfulness). Differentiating further, Economics was rated especially low on its orientation for students new to the major, and on its information about courses and professors, and about careers. Sociology was especially weak in providing enough information about careers, and about graduate and professional schools. Career-related information was also the weakest aspect of the four in Political Science and Linguistics. Anthropology, also with the same pattern generally, was perhaps not as weak in providing career-related information (relatively), but was among the weakest in providing an adequate orientation.

PEIS

Students in PEIS rated the program as not providing enough information about graduate and professional schools, and about bachelor-level careers.

Psych
Geog

Bachelor-level career-related information was also seen as insufficient in Psychology and, to a lesser extent, in Geography.

AFFIRMATIVE ACTION

Crossreferences. See also "Faculty Receptivity to/Support of Male and Female, and White and Ethnic Minority Students" (page 22).

FACULTY AFFIRMATIVE ACTION (Data Tables 9)

The two Undergraduate Major Program Evaluation Questionnaire (UMPEQ) items about faculty focused simply on whether the students felt there were enough women faculty, and enough ethnic minority faculty.

Women Faculty. A majority of the respondents disagreed (59-16-25) that there are enough women faculty in their program. In only two programs did as much as a plurality agree that there were enough women faculty--CNR** (42-8-50) and Linguistics

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**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

***When the patterns of agreement or disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

(35-16-48). Disagreement prevailed by a very large majority in Political Science (79-12-9), Geography (75-13-13), Development Studies (76-10-14), Sociology (72-18-10), Business Administration (74-6-21) and the Social Science Field Major** (79-5-16) [F-prob.= .0000]. [Psychology (24-37-16-24-0)*** was rated only slightly better than these lowest-ranking programs.]

Ethnic Minority Faculty. The number of ethnic minority faculty was also not rated as sufficient (62-17-22) by students in most of the programs. Again, there were significant differences between some of the program ratings [F-prob.= .0000], with Development Studies (9-32-59) alone receiving a majority in agreement, and with a large difference between it and several other programs. Very large to large majorities disagreed that there are enough ethnic minority faculty in Political Science (78-16-6), Psychology (76-14-11), Linguistics** (78-4-19), Geography** (69-17-14), the Social Science Field Major** (78-11-11), CNR** (72-16-12), Sociology (66-24-11) and Anthropology (33-30-23-13-0),*** and a majority also disagreed in Social Welfare** (61-17-22) and Economics (35-16-19-29-0).

Summary of Problems by Department/Program

This section focused on whether the respondents felt there were enough women and ethnic minority faculty in their program.

Students perceived a relatively acute shortage of women and PolSci
ethnic minority faculty in several programs, including Political Geog
Science, Geography, Sociology, the Social Science Field Major and Sociol
Psychology. Ratings were only a little less low in Anthropology. FldMaj
Ratings were still indicative of the need for affirmative action Psych
regarding women and minority faculty, but were a little better in Anthro
Economics and Social Welfare, and there were still some shortages Econ
apparent in PEIS. SocWel
PEIS

Women faculty were also in especially short supply in Development Studies and Business Administration, but there was no per- DevStd
ceived shortage of ethnic minority faculty in Development Studies, BusAd
and Business Administration was rated so-so in this regard.

Ethnic minority faculty were seen as being in too short supply Ling
in Linguistics and CNR, but the proportion of women faculty in these CNR
programs was regarded as more adequate.

PROPORTION OF WOMEN AND ETHNIC MINORITY STUDENTS (Data Tables 10)

The student-rated proportions of women and ethnic minority students in the various programs is of little direct value to this evaluation (e.g., because the Office of Institutional Research can provide the same data with greater accuracy). However, especially in the case of the rating of the proportion of women students, the respondents' mean ratings can be compared with the OIR data and, since the rank order of the rated means fairly closely approximates the ordering in the OIR data, a certain degree of validity to the student ratings is apparent. The ratings of the proportion of ethnic minority students is not as useful, if only because raters in their assessment don't always know whether to include Asians, who typically attend the University in high proportion compared to their population in the State. (These results are even more problematic in the sciences.)

**Over all the potential responses, the percentage who marked "Don't Know or Not Applicable" or left the item blank (nonresponses) is 25% or more.

***When the patterns of agreement or disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

Proportional Student Enrollments

Item: The proportion of women students in this program is: [Q. 54.] [1977 wording: "About Right" = "Just Right" for response alternative three.]

TOTALS — Social Science-related Programs

3% Very Low
13% Low
49% About Right
12% Very High
23% High

Mean: 3.28 ± 0.09 (412) F-probability = .0000*

Prog.	Mean	95% Conf.	N
Econ	2.46	± 0.23	(35)
DevStd	2.67	0.34	(15)**
PolSci	2.68	0.27	(34)
PENR	2.75	0.34	(20)
BusAd	2.82	± 0.21	(38)
*HltS77	2.85	0.12	(353)
PEIS	2.85	0.44	(20)**
Geog	2.97	0.27	(33)
CNR	3.17	± 0.25	(23)**
FldMaj	3.29	0.24	(17)**
Sociol	3.55	0.24	(38)
Anthro	3.68	0.29	(31)
Ling	3.73	± 0.24	(33)
Psych	3.74	0.24	(39)
*SHum77	4.00	0.13	(244)
SocWel	4.75	0.14	(36)

Item: The proportion of ethnic minority students in this program is: [Q. 63.] [1977 wording: "About right" = "Just Right" for response alternative three.]

TOTALS — Social Science-related Programs

21% Very Low
40% Low
26% About Right
5% Very High
7% High

Mean: 2.34 ± 0.10 (382) F-probability = .0000*

Prog.	Mean	95% Conf.	N
CNR	1.50	± 0.22	(24)**
*SHum77	1.84	0.13	(221)
Geog	1.87	0.26	(31)
PENR	1.95	0.37	(21)
PolSci	1.94	± 0.28	(31)
Econ	2.07	0.33	(28)**
Anthro	2.15	0.39	(27)**
FldMaj	2.27	0.44	(15)
Ling	2.30	± 0.44	(27)**
Psych	2.30	0.29	(37)
PEIS	2.40	0.41	(20)**
Sociol	2.58	0.37	(36)
*HltS77	2.62	± 0.13	(320)**
BusAd	2.69	0.39	(35)
DevStd	3.19	0.39	(16)**
SocWel	3.41	0.37	(34)

STUDENT PARTICIPATION

Trust of Faculty Decision-Making

Item: I trust the faculty to take student needs and views into account in their decision-making for the program. [Q. 58.]

TOTALS — Social Science-related Programs

13% Str. Disagree
23% Disagree
28% In Between
8% Str. Agree
28% Agree

Mean: 2.94 ± 0.10 (472) F-probability = .0000*

Prog.	Mean	95% Conf.	N
Sociol	2.35	± 0.33	(40)
PolSci	2.47	0.39	(36)
SocWel	2.69	0.38	(36)
*SHum77	2.72	0.15	(261)
Econ	2.74	± 0.40	(38)
Anthro	2.78	0.40	(36)
Ling	2.82	0.31	(39)
Psych	2.90	0.38	(40)
*HltS77	3.03	± 0.10	(413)
BusAd	3.05	0.31	(41)
PENR	3.13	0.45	(24)
CNR	3.16	0.46	(31)
Geog	3.32	± 0.33	(38)
FldMaj	3.38	0.46	(26)
PEIS	3.43	0.37	(28)
DevStd	3.74	0.62	(19)

Student Organizations

Item: The program should include undergraduates on most committees, provide an office, allow a quarterly mailing, etc., to facilitate undergraduate organising and input. [Q. 57.] [1977 wording: organising and input organization.]

TOTALS — Social Science-related Programs

1% Str. Disagree
4% Disagree
14% In Between
35% Str. Agree
45% Agree

Mean: 4.08 ± 0.09 (416) F-probability = .2042*

Prog.	Mean	95% Conf.	N
*HltS77	3.84	± 0.10	(377)
BusAd	3.86	0.39	(29)**
Econ	3.89	0.33	(38)
PEIS	3.92	0.41	(26)
PENR	3.95	± 0.49	(20)
*SHum77	3.98	0.13	(243)
Ling	4.03	0.30	(33)
FldMaj	4.04	0.36	(24)
Psych	4.06	± 0.21	(36)
PolSci	4.06	0.34	(35)
SocWel	4.09	0.37	(34)
Geog	4.13	0.30	(32)
Sociol	4.13	± 0.26	(38)
Anthro	4.19	0.22	(27)**
DevStd	4.41	0.41	(17)**
CNR	4.59	0.27	(27)

Item: I have never been notified of a meeting of a general undergraduate organization in this program. [Q. 56.]

TOTALS — Social Science-related Programs

39% Str. Disagree
39% Disagree
6% In Between
7% Str. Agree
10% Agree

Mean: 2.07 ± 0.11 (485) F-probability = .0000*

Prog.	Mean	95% Conf.	N
DevStd	1.17	± 0.16	(24)
CNR	1.28	0.19	(32)
Geog	1.46	0.22	(39)
Psych	1.61	0.22	(41)
BusAd	1.63	± 0.25	(40)
Anthro	1.75	0.19	(36)
Econ	1.95	0.33	(40)
FldMaj	2.11	0.48	(27)
PEIS	2.23	± 0.39	(31)
Ling	2.51	0.44	(41)
SocWel	2.59	0.46	(34)
*SHum77	2.64	0.13	(260)
PENR	2.74	± 0.57	(23)
Sociol	2.78	0.47	(41)
*HltS77	3.05	0.15	(411)
PolSci	3.06	0.52	(38)

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*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. [The metric, "Very Low" to "Very High" is also created as indicated for the "Disagree" to "Agree" scale.]

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

STUDENT PARTICIPATION IN THE DEPARTMENTS AND PROGRAMS

FACULTY AND STUDENT SUPPORT FOR STUDENT PARTICIPATION (Data Tables 10-11)

This section deals primarily with the facilitation of student input in organized and regular ways at the departmental level. The foci include: the strength of student support for an undergraduate departmental/program organization and whether there exists a process by which students are notified of at least one general meeting of an undergraduate organization; and whether teaching evaluation questionnaires were distributed in every class, and the strength of student support for campuswide publication of faculty evaluations (through Primer, the ASUC Course Evaluation Guide). In addition, there is a concern for the extent of student trust in faculty decisionmaking in/for the program. Except in rare circumstances, it should be noted, faculty support and facilitation of undergraduate organizations is necessary to the development of effective student input for use in program decisionmaking.

Trust of Faculty Decisionmaking. As suggested in U.C. President David Saxon's recent policy statement on student participation in University governance (April 12, 1979), there is a general ethical right of students to be consulted on all University matters which affect them or their successors. But as one measure of the extent to which students may feel a special need for effective processes for input to their program, the Undergraduate Major Program Evaluation Questionnaire (UMPEQ) asked respondents whether they "trust the faculty to take student needs and views into account in their decision-making for the program." Overall, mistrust exceeded trust only slightly in strength (13-23-28-28-8).*** Student trust in faculty decisionmaking varied significantly between some of the programs [F-prob.= .0000]. A large majority agreed they trusted faculty decisionmaking in Development Studies (16-16-68) and, in varying patterns of strength and number, students also felt faculty were responsive in PEIS (7-7-25-57-4), the Social Science Field Major (15-8-19-38-19) and Geography (21-37-42). Disagreement prevailed by majority in Sociology (58-30-13) and Political Science (56-25-19). Social Welfare (50-28-22) was also rated significantly lower than Development Studies [and, ranking near Social Welfare, with pluralities disagreeing, were Economics (42-26-32), Anthropology (36-36-28), Linguistics (38-33-28) and Psychology (45-20-35)].

Student Organizations. Very large to overwhelming majorities in all of the social science-related programs agreed that their program should include undergraduates on most committees, provide an office, allow a quarterly mailing, etc., to facilitate undergraduate organizing and input. Overall, the majority was overwhelming (5-14-80). Although the confidence interval of CNR (0-0-11-19-70) did not overlap with that of Business Administration (3-7-17-45-28), there were no statistically significant differences between the program ratings [F-prob.= .2042].

One important indicator of one possible opportunity for students to tie into program decisionmaking is whether the majors have ever been notified of a meeting of a general undergraduate organization in their program. Since two-thirds of the respondents are seniors, many should have had at least two chances to receive a notice of such a meeting. Moreover, we should expect a heavy preponderance of agree answers since, in L & S, Dean Park has in recent years annually sent a letter

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***When the patterns of agreement and disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables. (The five percentages may also be given for the overall response, as a reference.) More typically, three percentage figures are given, the first representing the percentage of respondents choosing "Strongly Disagree" plus "Disagree"; the second, "In Between"; and the third, "Agree" plus "Strongly Agree."

Teaching Evaluation

Item: At least one form for student evaluation of teaching was distributed last quarter in each of the program's courses in which I was enrolled. [Q. 59.]

TOTALS — Social Science-related Programs

4% Str. Disagree
5% Disagree
2% In Between
38% Str. Agree
51% Agree

Mean: 4.13 ± 0.09 (463)
F-probability = .0001*

Prog.	Mean	95% Conf.	N												
PolSci	3.39	± 0.46	(34)	Ling	3.89	± 0.38	(36)	CNR	4.13	± 0.42	(31)	FldMaj	4.36	± 0.20	(25)
Psych	3.75	0.36	(40)	PEIS	4.07	0.39	(29)	*HltS77	4.23		(420)	Econ	4.46	0.21	(39)
*SHum77	3.81		(264)	Anthro	4.09	0.30	(33)	Geog	4.27	0.28	(37)	PENR	4.52	0.26	(23)
SocWel	3.88	0.39	(33)	Sociol	4.13	0.30	(40)	DevStd	4.27	0.34	(22)	BusAd	4.56	0.26	(41)

Item: All faculty should occasionally use the ASUC Primer questionnaire to evaluate their larger courses and those required for the major, so that students will have access to evaluations of faculty teaching. [Q. 60.]

TOTALS — Social Science-related Programs

3% Str. Disagree
4% Disagree
11% In Between
39% Str. Agree
42% Agree

Mean: 4.09 ± 0.09 (429)
F-probability = .7063*

Prog.	Mean	95% Conf.	N												
PEIS	3.68	± 0.53	(28)	FldMaj	4.00	± 0.39	(24)	Psych	4.12	± 0.32	(34)	Anthro	4.19	± 0.32	(31)
Ling	3.91	0.41	(34)	Econ	4.05	0.34	(37)	PENR	4.14	0.42	(22)	SocWel	4.24	0.34	(33)
*HltS77	3.99	0.09	(409)	*SHum77	4.07	0.12	(236)	BusAd	4.15	0.35	(34)	DevStd	4.29	0.41	(21)
Geog	4.00	0.35	(34)	Sociol	4.08	0.28	(39)	PolSci	4.16	0.40	(31)	CNR	4.30	0.26	(27)

INFLUENCES ON STUDENTS' "OVERALL GROWTH AND LEARNING"*

The Instructional Process

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. A. The instructional process: classroom lectures, labs, class assignments (readings, homework, etc.), studying for exams, contact of all kinds with faculty, etc. [Q. 67A.]

TOTALS — Social Science-related Programs

4% Of Very Little Influ.
20% Somewhat Influential
36% Highly Influential
40% Moderately Influential

*Mean: *3.07 ± 0.08 (489)
F-probability = .2944*

Prog.	Mean	95% Conf.	N												
Psych	2.83	± 0.26	(40)	Sociol	3.00	± 0.28	(41)	DevStd	3.13	± 0.36	(24)	PENR	3.24	± 0.30	([illegible]5)
SocWel	2.83	0.29	(36)	CNR	3.03	0.27	(32)	Ling	3.15	0.32	(41)	Anthro	3.36	0.24	(3[illegible])
PolSci	2.92	0.29	(37)	FldMaj	3.11	0.37	(27)	Econ	3.15	0.29	(40)				
PEIS	2.97	0.35	(31)	BusAd	3.12	0.27	(41)	Geog	3.21	0.24	(38)				

Students' Own Intellectual Interests

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. B. Your own intellectual interests/pursuits (apart from any class assignments); your own choice of readings; etc. [Q. 67B.]

TOTALS — Social Science-related Programs

9% Of Very Little Influ.
24% Somewhat Influential
33% Highly Influential
34% Moderately Influential

*Mean: *2.92 ± 0.08 (490)
F-probability = .0130*

Prog.	Mean	95% Conf.	N												
BusAd	2.54	± 0.29	(41)	Geog	2.79	± 0.31	(38)	PolSci	3.03	± 0.30	(37)	PENR	3.15	± 0.34	(26)
SocWel	2.61	0.36	(36)	Sociol	2.83	0.32	(41)	DevStd	3.08	0.35	(24)	CNR	3.38	0.25	(32)
PEIS	2.77	0.32	(31)	Econ	2.90	0.33	(40)	Anthro	3.11	0.31	(36)				
Psych	2.78	0.33	(40)	Ling	3.02	0.30	(41)	FldMaj	3.15	0.39	([illegible]7)				

The Broader University and Community Environment

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. C. The broader University and community environment: campus and community activities of all kinds, artistic and cultural offerings, public lectures, rallies, local and ASUC politics, etc. [Q. 67C.]

TOTALS — Social Science-related Programs

24% Of Very Little Influ.
22% Somewhat Influential
28% Highly Influential
26% Moderately Influential

*Mean: *2.58 ± 0.10 (490)
F-probability = .0250*

Prog.	Mean	95% Conf.	N												
BusAd	2.17	± 0.35	(41)	PEIS	2.48	± 0.42	(31)	Geog	2.63	± 0.36	(38)	FldMaj	3.07	± 0.38	(27)
Psych	2.30	0.36	(40)	CNR	2.50	0.44	(32)	Ling	2.66	0.36	(41)	PolSci	3.08	0.34	(37)
Econ	2.35	0.39	(40)	DevStd	2.58	0.45	(24)	SocWel	2.67	0.41	(36)				
Anthro	2.47	0.37	(36)	Sociol	2.61	0.34	(41)	PENR	2.85	0.45	(26)				

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*The F-tests are based on the original metric and exclude (where presented) the 1977 samples ("HltS77" and "SHum77"). NOTE the 4-point scale for all of the influences variables (last three items on this page).

to chairpersons encouraging departments to have an undergraduate organizational meeting. A large majority of the respondents did in fact disagree (39-39-6-10-7)*** they had *never* been notified of at least one meeting of an undergraduate organization, but there were considerable differences between some of the programs [F-prob.= .0000]. In one case, Political Science (11-47-0-8-33),*** a third actually *Strongly Agreed* they had *never*[1] been notified of at least one meeting of a general undergraduate organization. In four other programs, large *minorities* agreed they had received no meeting notice: Sociology (22-37-0-24-17), PENR (17-39-4-30-9), Social Welfare (24-32-15-21-9) and Linguistics (27-37-7-17-12). Notice very clearly reached an overwhelming majority in Development Studies (100-0-0), CNR (97-3-0), Geography (95-3-3), Psychology (93-5-2), Business Administration (88-10-3) and Anthropology (94-6-0) [and also Economics (83-5-13)].

Use of Teaching Evaluation Forms; and Primer. Although there were differences between the ratings in some of the programs [F-prob.= .0001], very large to overwhelming majorities of the students in all the social science-related programs agreed that at least one form for teaching evaluation was distributed last quarter in *each*[1] of the program's courses in which they were enrolled. Overall, agreement was by overwhelming majority (9-2-89). The surest ongoing teaching evaluation systems seemed to be in Business Administration (5-0-95), PENR (0-4-96), Economics (3-0-97) and the Social Science Field Major (0-0-100); the least comprehensive systems seemed to be in Political Science (26-0-74), Psychology (18-3-80), Social Welfare (15-3-82) and Linguistics (14-0-86).

An overwhelming majority (7-11-81) of the respondents across the social science-related programs agreed that "all faculty should occasionally use the ASUC *Primer* questionnaire to evaluate their larger classes and those required for the major, so that students will have access to evaluations of faculty teaching." There were no significant differences between the ratings for any of the programs [F-prob.= .7042].

The reality is, of course, that a majority of faculty still do not participate at least occasionally in *Primer*'s evaluations, thereby depriving students of access to information about faculty teaching ability/performance. On the other hand, about 16 departments have evaluated regularly by means of *Primer*'s system, and are to be commended for the example they set.

***When the patterns of agreement or disagreement in a program's responses depart substantially from the overall average, the percentages for all five response categories are given to clarify the apparent discrepancy between the percentage responses and the ordering of the mean ratings in the Data Tables.

[1] Although the item on the meeting of undergraduate organizations (and on the distribution of teaching evaluation forms) is apparently phrased categorically ("never," "each"), the respondents needed ways to shade the strength of agreement or disagreement (though they generally avoided the middle response). Various circumstances may account for the shading--e.g., for the item on undergraduate organizations, the receipt of a meeting notice one year but not another (= "Agree" or possibly "In Between"?); receipt of a notice of meeting of some group(s) other than a general undergraduate association. Students who have received no notice of meeting but who declared their major after the onset of the Fall Quarter (but before the 8th week, at which time the OAR name list is current) may also give the program some benefit of the doubt (= "Disagree" or "In Between"?). On the second item (re teaching evaluation forms), some students may have given relative ratings when taking more than one class from the program (and not always receiving a form); and some students may not have been entirely sure if they were absent from (some) class(es), and otherwise did/did not receive teaching evaluation forms.

Summary of Problems by Department/Program

This section focused on student and faculty support for student participation in department/program decisionmaking (student trust of faculty decisions, receipt of a notice of meeting of an undergraduate organization and support for such organizations, receipt of teaching evaluation forms in classes and support for the campuswide publication of teaching evaluation results from their program, via Primer).

PolSci
Sociol
SocWel
Ling

In two programs, Political Science and Sociology, students had a low level of trust that their faculty will take student needs and views into account in the program-related decisionmaking and a large minority of students agreed they had never been notified of a meeting of a general undergraduate organization in the department. To a lesser extent, the same pattern of results was found in Social Welfare, and also in Linguistics.

Econ
Anthro
Psych

Faculty were also seen by a plurality as not very likely to take student needs and views into account in program decisionmaking in Economics, Anthropology and Psychology.

PENR

A large minority of students had not received a notice of meeting of a general undergraduate organization in PENR.

INFLUENCES ON STUDENTS' "OVERALL GROWTH AND LEARNING"

Crossreferences

For more information on the influence/contribution of the instructional process, see also "Effects of Faculty and Coursework on Motivation" (page 13), "Remembering of Material Learned" (page 12) and "Overview of Department/Program Contributions" (pages 43-51).

INFLUENCES ON STUDENTS (Data Tables 11-12)

The Undergraduate Major Program Evaluation Questionnaire (UMPEQ) was used to seek assessments of the overall "value added" by the various factors having a potential to influence students in a college/university setting. Seven items were formulated to represent a relatively discrete set of factors which, based on previous research,[1] would include almost all potentially important influences on students' lives. The table on the following page presents a quick overview of the relative importance of these same seven factors in influencing the students in the social science-related programs and, for comparison, on lower division students at Berkeley who were surveyed one year ago.[2]

Please note that in this instance the UMPEQ employed a 4 point scale, as shown below:

1= Of very little influence
2= Somewhat influential
3= Moderately influential
4= Highly influential

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[1] For example, see Koon, Jeff, Types, Traits and Transitions: The Lives of Four-Year College Students (Berkeley: Center for Research and Development in Higher Education, University of California, 1974).

[2] See last year's ARU report entitled, Lower Division Education at Berkeley: The Students' Assessment. [Full reference in Appendix D.]

Table of
Influences on Students' "Overall Growth and Learning"*

	Social Science Students			Lower Division Students		
Potential Influences*	Mean Rating*	No.	14-Program F-Prob.	Mean Rating*	No.	5-College F-Prob.
The Instructional Process	3.07	489	.2944	3.13	344	.7767
Own Intellec. Interests	2.92	490	.0130	2.77	344	.8301
Univ/Community Environment	2.58	490	.0250	2.35	343	.0061
Broader Human Situation	2.78	490	.0000	2.16	344	.3122
Peers	3.17	491	.5988	3.20	344	.0540
Self-discovery/development	3.06	490	.0212	2.98	342	.8323
Other involvemts/commitmts	2.99	486	.0255	2.76	340	.9320

*The full item wordings are given in the Data Tables (11-12). The scale is of only four points, viz., 1= Of Very Little Influence; 2= Somewhat Influential; 3= Moderately Influential; 4= Highly Influential. The general introduction to the set of seven items read, "Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley.

Results

Comparatively speaking, five influences on the lives of the students in the 14 social science-related programs were rated at about the same level of impact, viz., "Moderately Influential." These five, nearly-equal influences were: peers (other students, roommates, friends, lovers, etc.); the instructional process as a whole; the students' special efforts at self-discovery and self-development (apart from those due to normal peer interaction); other personal commitments and involvements (family matters, employment, leadership roles, struggles with adversity, etc.); and the students' own intellectual interests/pursuits (apart from any class assignments).

The rank ordering and the level of rating for the first three of these five potential influences were approximately the same for the lower division student sample. But in lower division, the first two influences were more clearly rated above the last two (of the five), with self-discovery/development falling midway.

The upper division students in the social sciences gave much higher ratings than the lower division students to the influence of the broader human situation (encompassing the California State level, and up), and somewhat higher ratings to the broader University and community environment (including arts, lectures, local politics, etc.). We have not further analyzed the lower division ratings on this item, so we don't know to what extent the differences in ratings are associated with prospective disciplinary affiliations (e.g., the social sciences) as contrasted with year-in-school status.

In the middle 1960s to early 1970s, judging by previous research [see footnote 1, page 40], these last two factors (the broader human situation and the University/community environment) may well have been at or near the top of the list in terms of their impact on students. The relatively low ratings by both groups on these items may lend credence to the charge that there is a lack of effective institutional encouragement to students to learn from the richness of the University/Berkeley/Bay Area communities and too little institutional attention to the relationship between disciplinary knowledge and the broader, interdisciplinary human context.

Crossreferences. The results on the UMPEQ items about the contribution of the student's program to "promoting social responsibility or developing skills useful in the community" (page 47) and about the availability of sufficient fieldwork-related coursework and activities (page 9) tend to support the contentions cited in the previous paragraph. However, the more purely academic efforts in this area, such as the coverage of social issues in the classroom (page 15) and the availability of course coverage of nondominant schools of thought (page 9), do not seem as weak. (But the latter is clearly not a strongpoint here, despite the large number of faculty potentially able to provide coverage of various schools of thought.)

DEPARTMENTAL/PROGRAM DIFFERENCES (Data Tables 11-12)

On most of the items concerned with the influences on students' lives, there were borderline differences between the ratings of some of the 14 social science-related programs.

The Instructional Process. Although the confidence intervals of Psychology (5-28-48-20)*** and Social Welfare (8-19-53-19) did not overlap with that of Anthropology (0-14-36-50), there were no significant differences between the social science-related programs in the extent to which the instructional process as a whole (i.e., not limited to the student's program) was perceived as influencing the respondents [F-prob.= .2944].

Students' Own Intellectual Interests. The influence on students of their own intellectual interests/pursuits was rated as fairly high in CNR (0-13-38-50) and significantly lower in Business Administration (10-46-24-20), Social Welfare (22-14-44-19), PEIS (10-23-48-19), Psychology (13-28-30-30), Geography (11-24-42-24) and (nearly) Sociology (12-24-32-32) [F-prob.= .0130].

The Broader University and Community Environment. The broader University and community environment was rated as most influential by students in Political Science (11-14-32-43) and the Social Science Field Major (7-19-33-41), and as least influential by students in Business Administration (37-24-24-15), Psychology (33-25-23-20) and Economics (35-20-20-25) [F-prob.= .0250].

The Social, Political, Economic and Broader Human Situation. The broader sociopolitical, economic and human situation was clearly rated as having a differential effect on students in some of the programs [F-prob.= .0000]. With a difference between the highest- and lowest-rated programs spanning 48% of the 4-point scale, the maximum differences would be termed "considerable" in our usual terminology. Developments and issues in the international-national-State arenas and the ongoing social, political, economic and human situation was seen as an especially important influence on students in Development Studies (4-4-21-71), and were also important in PENR (4-8-42-46), PEIS (3-10-42-45), Sociology (2-22-32-44) and Political Science (5-22-27-46). Such concerns were rated to have been of (much) less influence in Linguistics (37-27-22-15), Business Administration (29-29-22-20), Anthropology (25-25-33-17), Psychology (18-30-40-13) and Geography (21-26-34-18).

Peers; Self-discovery/development; Other Commitments and Involvements. The ratings of the extent of influence by peers on students in the social science-related disciplines did not vary significantly from one program to the next [F-prob.= .5988].

***The percentages reported on this page are drawn from items employing the following scale: 1= Of Very Little Influence; 2= Somewhat Influential; 3= Moderately Influential; 4= Highly Influential.

Regarding the students' ratings of the influence of their own special efforts at self-discovery and self-development (apart from those occurring normally through interaction with peers), differences between some program means were of borderline significance [F-prob.= .0212]. While there were no programs with confidence intervals that did not intersect, four programs had relatively lower mean ratings that set them marginally apart from the others. These were: Geography (13-26-34-26),*** PEIS (10-32-32-26), Economics (3-43-30-25) and Business Administration (10-32-29-29). Overall, the response was 8-20-30-41.

Other personal commitments and involvements—such as family matters, employment, long-term leadership roles, and struggles with adversity--were rated as being of greatest influence by students in Social Welfare (3-11-28-58) and Sociology (5-14-24-57). Ratings in the former program were significantly higher than those in four others, and the latter's were higher than two others [F-prob.= .0255]. The lowest-rated influence by students' other personal commitments and involvements was found in Linguistics (20-27-27-27), Business Administration (10-32-37-22), Economics (5-43-23-30) and Geography (16-22-24-38).

OVERVIEW OF DEPARTMENT/PROGRAM CONTRIBUTIONS

One section of the Undergraduate Major Program Evaluation Questionnaire (UMPEQ) divided the principal, possible goals of a college/university education into six components and asked the students to rate their department or program's contribution to each goal, and also to rate the importance to them of each goal. From these ratings, one can ascertain the students' desired emphasis on each goal in each program (see Appendix A, pages 9-10), their assessment of the program's contribution to that goal, and the difference between the two. The section below discusses the students' ratings of their program's contribution to these six goals, and the differences between these ratings and their ratings of "Importance to you." For each program and for the sample as a whole, the differences between the students' ratings of "Program's contribution" and "Importance to you" are depicted in a profile on page 48.

Crossreferences

There are several ways to examine the "overall" contribution of Berkeley's educational process. This report has already considered summative ratings on teaching (page 15), coursework (page 12), retention of material learned (page 12), and the influence of the instructional process (page 42). Overall student satisfaction is treated subsequently (page 51).

PROGRAM CONTRIBUTIONS (Data Tables 12-13)

The Subject Matter

A large majority (1-7-27-45-20)*** of the respondents felt that their program made a "high"*** contribution to "gaining a thorough understanding of the subject matter." In no program did "low"*** ratings exceed high ratings, but there were significant differences in the students' ratings between some of the programs

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***The percentages reported in this section are drawn from items employing the following scale: 1= Very Low; 2= Low; 3= In Between; 4= High; 5= Very High. When only three percentage figures are reported, the first represents "low" (= "Very Low" + "Low"), the second "In Between," and the third, "high" (= "High" + "Very High").

The Social, Political, Economic and Human Situation

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. D. Developments and issues in the international, national or state arenas; the ongoing social, political, economic and human situation. [Q. 67D.]

TOTALS — Social Science-related Programs

14% Of Very Little Influ. 30% Highly Influential
24% Somewhat Influential 31% Moderately Influential
*Mean: *2.78 ± 0.09 (490) F-probability = .0000*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Ling	2.15	± 0.34	(41)	Geog	2.50	± 0.34	(38)	FldMaj	2.93	± 0.39	(27)	PENR	3.31	± 0.32	(26)
BusAd	2.32	0.35	(41)	SocWel	2.67	0.34	(36)	PolSci	3.14	0.32	(37)	DevStd	3.58	0.33	(24)
Anthro	2.42	0.36	(36)	CNR	2.81	0.35	(32)	Sociol	3.17	0.27	(41)				
Psych	2.48	0.30	(40)	Econ	2.83	0.30	(40)	PEIS	3.29	0.29	(31)				

Peers, Self-discovery/development, Other Commitments and Involvements

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. E. Interaction with peers (other students, roommates, friends, lovers, etc.). [Q. 67E.]

TOTALS — Social Science-related Programs

8% Of Very Little Influ. 48% Highly Influential
15% Somewhat Influential 30% Moderately Influential
*Mean: *3.17 ± 0.08 (491) F-probability = .5988*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
PENR	2.83	± 0.39	(26)	PEIS	3.06	± 0.38	(31)	Anthro	3.22	± 0.32	(36)	SocWel	3.33	± 0.33	(36)
DevStd	2.92	0.45	(24)	Econ	3.18	0.30	(40)	FldMaj	3.22	0.37	(27)	Psych	3.43	0.30	(40)
Geog	3.03	0.29	(38)	Sociol	3.19	0.28	(42)	BusAd	3.24	0.29	(41)				
PolSci	3.05	0.32	(37)	Ling	3.22	0.32	(41)	CNR	3.25	0.34	(32)				

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. F. Your own special efforts at self-discovery or self-development (apart from those normally likely to occur through interaction with peers). [Q. 67F.]

TOTALS — Social Science-related Programs

8% Of Very Little Influ. 41% Highly Influential
20% Somewhat Influential 30% Moderately Influential
*Mean: *3.06 ± 0.09 (490) F-probability = .0212*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Geog	2.74	± 0.33	(38)	PolSci	2.97	± 0.35	(37)	Psych	3.20	± 0.33	(40)	FldMaj	3.30	± 0.34	(27)
PEIS	2.74	0.35	(31)	Sociol	3.07	0.28	(42)	Anthro	3.20	0.35	(35)	DevStd	3.38	0.43	(24)
Econ	2.78	0.28	(40)	PENR	3.08	0.43	(26)	Ling	3.27	0.30	(41)				
BusAd	2.78	0.31	(41)	SocWel	3.19	0.28	(36)	CNR	3.28	0.26	(32)				

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. G. Other personal commitments and involvements; for example, family matters, employment, a long-term leadership role or struggle with adversity, etc. [Q. 67G.]

TOTALS — Social Science-related Programs

11% Of Very Little Influ. 41% Highly Influential
20% Somewhat Influential 28% Moderately Influential
*Mean: *2.99 ± 0.09 (486) F-probability = .0253*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Ling	2.61	± 0.34	(41)	Anthro	2.94	± 0.38	(35)	PENR	3.04	± 0.44	(25)	Sociol	3.33	± 0.28	(42)
BusAd	2.71	0.29	(41)	PEIS	2.97	0.43	(31)	PolSci	3.11	0.31	(36)	SocWel	3.42	0.27	(36)
Econ	2.78	0.30	(40)	Psych	3.00	0.30	(39)	FldMaj	3.11	0.40	(27)				
Geog	2.84	0.37	(37)	DevStd	3.00	0.50	(24)	CNR	3.16	0.36	(32)				

OVERVIEW OF DEPARTMENT/PROGRAM CONTRIBUTIONS

The Subject Matter

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Gaining a thorough understanding of the subject matter. [Q. 66F.]***

TOTALS — Social Science-related Programs

1% Very Low 20% Very High
7% Low 27% In Between 45% High
Mean: 3.75 ± 0.08 (485) F-probability = .0000*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Psych	3.27	± 0.30	(41)	PolSci	3.62	± 0.30	(37)	BusAd	3.93	± 0.24	(41)	Geog	4.08	± 0.28	(37)
Sociol	3.32	0.34	(41)	Ling	3.80	0.29	(41)	Anthro	3.94	0.29	(36)	CNR	4.13	0.23	(31)
SocWel	3.47	0.31	(34)	PEIS	3.81	0.32	(31)	FldMaj	4.00	0.28	(26)				
Econ	3.58	0.28	(40)	PENR	3.85	0.34	(26)	DevStd	4.04	0.33	(23)				

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*The F-tests are based on the original metric, e.g., 1= Very Low, 2= Low, 3= In Between, 4= High, 5= Very High. NOTE the 4-point scale for all of the influences variables (first four items on this page).

***See "Characteristics of the Student Population" for students' "Importance to You" ratings of this item.

[F-prob.= .0000]. Psychology (2-17-41-29-10)*** and Sociology (5-17-34-29-15) were rated significantly lower than six other programs; and Social Welfare (0-12-44-29-15) was also rated significantly lower than the two highest-rated programs. The two highest-rated programs were CNR (0-0-13-61-26) and Geography (3-0-14-54-30), with other relatively high ratings for gaining a thorough understanding of the subject matter also being found in Development Studies (0-0-26-43-30), the Social Science Field Major (0-4-12-65-19), Anthropology (0-3-31-36-31) and Business Administration (0-2-24-51-22).

In terms of the differences between the students' ratings of the importance of gaining a thorough understanding of the subject matter and the ratings of their program's contribution to that goal, the average "deficit" for the social science-related programs as a whole was not very large--0.60 points, or 15% of a 1-5 scale (e.g., compare the 1.02-point deficit in lower division student ratings). Moreover, the average program contribution to gaining a thorough understanding of the subject matter was rated about as high as the contribution of the programs to any of the other five goals. Nevertheless, the programs with the greatest deficits could perhaps give more attention to the scope and integration of the coverage provided or made accessible. The five programs receiving the lowest ratings also had the greatest "deficits" (differences): Psychology (@ 24% of a 1-5 scale), Economics (23%), Social Welfare (22%), Sociology (20%) and Political Science (18%).

Psych
Econ
SocWel
Sociol
PolSci

"Liberal Arts" Educational Goals

In addition to the concern for the coverage/understanding of the content of the discipline in which the student is majoring, there are a number of goals of a "liberal" education that are typically a concern of educators (if not also of institutional leaders). Three items--which could have been elaborated further in some instances--were developed to address the principal concerns in a "liberal arts" education.

Training in Critical Thinking and Analysis. Overall, a large majority of the respondents (2-8-25-38-27)*** thought their program made a high*** contribution to providing training in critical thinking and analysis. Significant differences between programs were few in number [F-prob.= .0079]. These differences were based primarily on the proportion of "high" responses--which varied from strong pluralities to overwhelming majorities. The Social Science Field Major (0-0-7-41-52) was especially highly rated for providing training in critical thinking and analysis, and Development Studies (0-9-9-39-43) and CNR (0-10-6-42-42) were also (on the borderline of being) significantly higher than Social Welfare (0-8-44-33-14), Business Administration (2-7-41-29-20), Psychology (2-12-32-34-20) and Sociology (3-18-23-35-23).

With respect to the differences between students' ratings of the importance of training in critical thinking and analysis and their program's contribution to that goal, the average deficit was again fairly modest (0.57 points, or 14.3% of a 1-5 scale). (The lower division "deficit" was 0.76 points.) Relatively speaking, the provision of training in critical thinking and analysis was again one of the strong points of education at Berkeley. Focusing on individual programs, the greatest deficits were in Political Science (22% of a 1-5 scale), Economics (21%), and Social Welfare (20%). Students in Political Science and in Economics gave fairly high ratings of importance to training in critical thinking and analysis.

PolSci
Econ
SocWel

***The percentages reported in this section are drawn from items employing the following scale: 1= Very Low; 2= Low; 3= In Between; 4= High; 5= Very High.

"Liberal Arts" Educational Goals

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Providing training in critical thinking and analysis. [Q. 66D.]***

Prog.	Mean	95% Conf.	N
SocWel	3.53	± 0.29	(36)
BusAd	3.56	0.31	(41)
Psych	3.56	0.32	(41)
Sociol	3.58	0.35	(40)
*SHum77	3.58	± 0.14	(271)
*HltS77	3.59	0.09	(421)
PolSci	3.73	0.33	(37)
Geog	3.73	0.33	(37)
Econ	3.75	± 0.34	(40)
PEIS	3.77	0.40	(31)
Ling	3.80	0.33	(41)
Anthro	3.81	0.33	(36)
PENR	3.85	± 0.41	(26)
CNR	4.16	0.34	(31)
DevStd	4.17	0.41	(23)
FldMaj	4.44	0.25	(27)

TOTALS — Social Science-related Programs

2% Very Low
8% Low
25% In Between
38% High
27% Very High

Mean: 3.78 ± 0.09 (487) F-probability = .0079*

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Providing a broad, general, humanistic or person-centered education. [Q. 66C.]***

Prog.	Mean	95% Conf.	N
*HltS77	2.74	± 0.10	(399)
BusAd	2.82	0.34	(39)
Psych	2.98	0.40	(41)
Econ	3.00	0.39	(39)
PolSci	3.22	± 0.36	(37)
Ling	3.30	0.38	(40)
*SHum77	3.33	0.14	(267)
Sociol	3.63	0.33	(41)
PENR	3.77	± 0.29	(26)
PEIS	3.77	0.35	(31)
SocWel	3.86	0.25	(35)
Anthro	4.00	0.36	(36)
Geog	4.22	± 0.29	(38)
FldMaj	4.37	0.35	(27)
CNR	4.52	0.25	(31)
DevStd	4.73	0.20	(22)

TOTALS — Social Science-related Programs

6% Very Low
8% Low
23% In Between
36% High
26% Very High

Mean: 3.66 ± 0.10 (483) F-probability = .0000*

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Promoting social responsibility or developing skills useful in the community. [Q. 66E.]***

Prog.	Mean	95% Conf.	N
*SHum77	2.22	± 0.13	(222)
Ling	2.44	0.41	(32)
Econ	2.55	0.39	(38)
PolSci	2.58	0.37	(36)
*HltS77	2.59	± 0.11	(376)
Psych	2.65	0.31	(40)
Sociol	2.93	0.39	(41)
BusAd	2.95	0.30	(41)
Anthro	3.28	± 0.45	(32)
PEIS	3.50	0.31	(28)
Geog	3.53	0.38	(36)
SocWel	3.88	0.35	(33)
PENR	3.88	± 0.43	(25)
FldMaj	3.96	0.53	(25)
DevStd	4.25	0.45	(20)
CNR	4.31	0.31	(32)

TOTALS — Social Science-related Programs

10% Very Low
17% Low
29% In Between
26% High
18% Very High

Mean: 3.25 ± 0.11 (459) F-probability = .0000*

Preparation for Advanced Training, and for Careers

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Preparation for graduate or professional school. [Q. 66B.]***

Prog.	Mean	95% Conf.	N
Sociol	3.05	± 0.32	(40)
SocWel	3.12	0.36	(34)
CNR	3.23	0.40	(26)
*SHum77	3.25	0.15	(254)
PolSci	3.25	± 0.37	(36)
Psych	3.30	0.32	(40)
Econ	3.39	0.30	(38)
PEIS	3.50	0.45	(28)
Ling	3.54	± 0.34	(37)
Anthro	3.55	0.49	(33)
FldMaj	3.56	0.36	(25)
PENR	3.60	0.46	(25)
*HltS77	3.61	± 0.10	(404)
Geog	3.61	0.33	(33)
BusAd	3.63	0.28	(38)
DevStd	3.64	0.32	(22)

TOTALS — Social Science-related Programs

5% Very Low
12% Low
33% In Between
38% High
13% Very High

Mean: 3.41 ± 0.09 (435) F-probability = .2112*

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Preparation for a career. [Q. 66A.]***

Prog.	Mean	95% Conf.	N
Sociol	2.40	± 0.35	(40)
*SHum77	2.44	0.14	(266)
Ling	2.53	0.37	(36)
Anthro	2.66	0.47	(32)
PolSci	2.89	± 0.34	(35)
Psych	2.90	0.30	(41)
Geog	2.97	0.27	(36)
Econ	3.00	0.32	(38)
PEIS	3.00	± 0.40	(30)
*HltS77	3.08	0.11	(406)
SocWel	3.15	0.30	(34)
DevStd	3.27	0.28	(22)
PENR	3.44	± 0.43	(25)
FldMaj	3.50	0.45	(24)
CNR	3.54	0.33	(28)
BusAd	4.10	0.28	(39)

TOTALS — Social Science-related Programs

9% Very Low
19% Low
38% In Between
26% High
9% Very High

Mean: 3.07 ± 0.10 (460) F-probability = .0000*

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*The F-tests are based on the original metric, i.e., 1= Very Low, 2= Low, 3= In Between, 4= High, 5= Very High, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information.

***See "Characteristics of the Student Population" for students' "Importance to You" ratings of these same items.

A Broad, General Education. The wording of this item combines several related goals of a college education into one--providing "a broad, general, humanistic or person-centered education." Overall, a large majority (6-8-23-36-26)*** again indicated that their program's contribution to this goal was "high."*** But the program's means fell into three tiers and varied considerably between some of the social science-related programs [F-prob.= .0000]. Among the highest-rated programs were Development Studies (0-0-0-27-73),*** CNR (0-3-0-39-58), the Social Science Field Major (4-0-4-41-52) and Geography (3-0-11-37-50). The lowest-rated programs were Business Administration (13-21-44-18-5), Psychology (15-24-20-32-10), Economics (15-15-31-31-8), Political Science (8-16-30-38-8) and Linguistics (13-10-25-40-13).

The differences between the "ideal" and actual average rating of the social science-related programs showed Berkeley to be doing fairly well in providing a broad, general, humanistic or person-centered education. (The "deficit" was 0.64 points, or 16% of a 1-5 scale--a much better result than achieved in lower division, where there was a spread of 1.15 points.) But, as suggested by the findings presented in the previous paragraph, there was a fairly large spread in the amount of the differences between the students' ratings of the importance of this goal and their program's contribution to it. Specifically, Economics (@ 32% of a 1-5 scale), and also Psychology (27%), Business Administration (26%) and Political Science (25%) had particularly large deficits in their contribution to a broad, general education. These programs could probably be improved by relating their subject matter more effectively to other disciplines, improving offerings in underrepresented subfields, and by examining the range of implications of their knowledge for the humane and democratic institutions of our society, and for individuals, including the student. (The above results were obtained even though Business Administration, especially, and also Psychology, Economics and Political Science students gave relatively low ratings of importance to this goal, suggesting that, apparently, they did not come very near even to having their relatively modest hopes met.) Linguistics (19% deficit) was also relatively weak in meeting their students' desires for a broad, general education.

Econ
Psych
BusAd
PolSci
Ling

Social Responsibility and Skills Useful in the Community. Only a plurality of the respondents (10-17-29-26-18)*** saw as "high"*** the extent to which their program contributed to "promoting social responsibility or developing skills useful in the community." Again, there was a considerable difference between the ratings of some of the programs [F-prob.= .0000]. CNR (0-6-6-38-50)*** and Development Studies (5-0-5-45-45) received especially high ratings, with the Social Science Field Major (8-8-8-32-44), PENR (0-12-24-28-36) and Social Welfare (3-3-27-36-30) also being highly rated. The contribution to social responsibility and community-usable skills was seen as lowest in Linguistics (19-41-28-3-9), Economics (24-24-34-11-8), Political Science (22-22-31-25-0) and Psychology (15-25-40-20-0). Ratings in Sociology (12-29-24-22-12) and Business Administration (7-22-41-27-2) were also significantly lower than in the five, highest-rated programs. Anthropology (9-16-34-19-22) was also rated significantly lower than CNR and Development Studies.

For the social science-related programs as a whole, the contributions to social responsibility or developing skills useful in the community were rated second-lowest among the six goals, with a moderate-sized difference between the average rating of "Importance to you" and "Program's contribution." (The total spread was 0.88 points, or 22% of a 1-5 scale.) While this spread was less than

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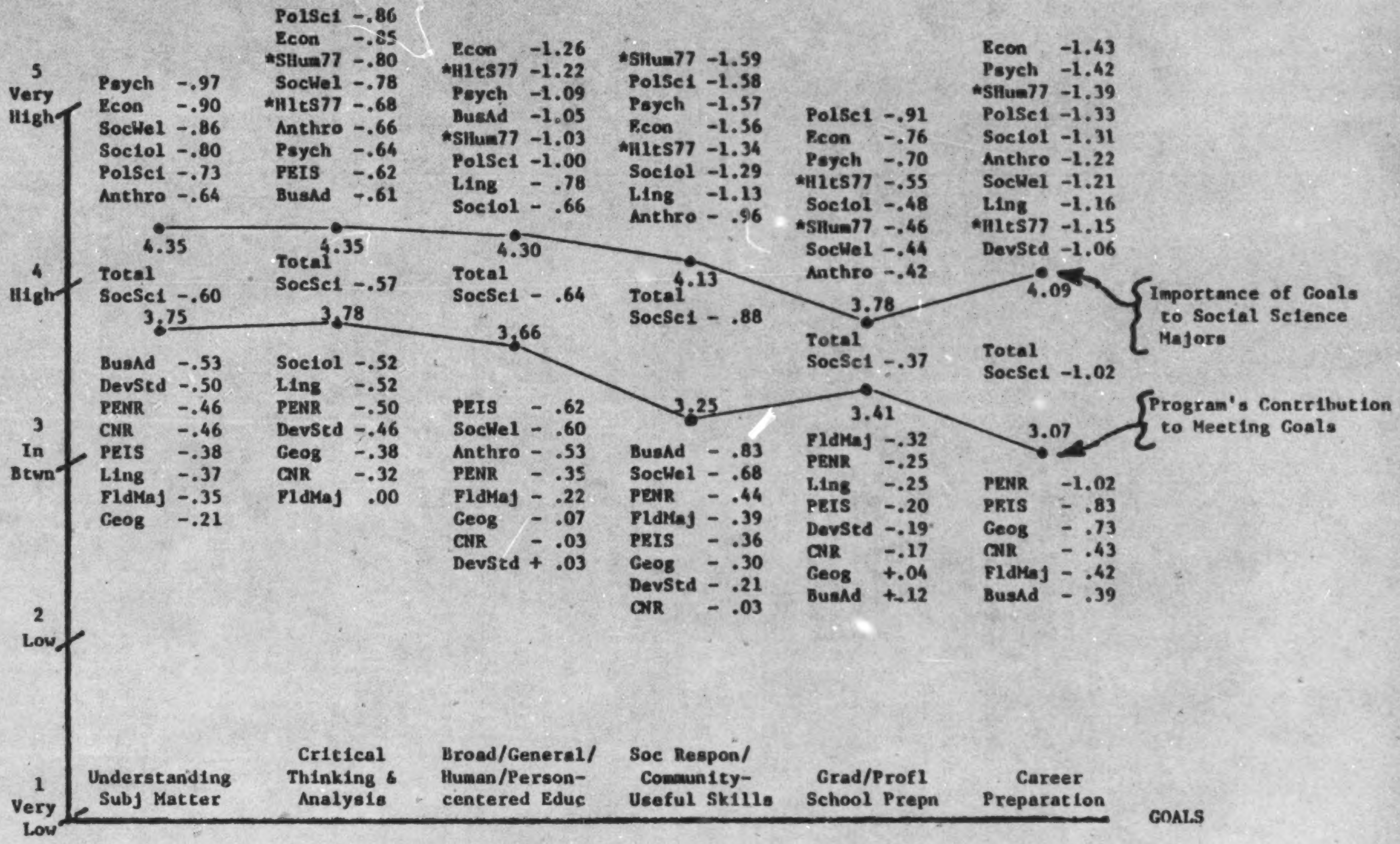
***The percentages reported in this section are drawn from items employing the following scale: 1= Very Low; 2= Low; 3= In Between; 4= High; 5= Very High.

PROFILE OF MEAN RATED IMPORTANCE TO SOCIAL SCIENCE MAJORS OF SIX EDUCATIONAL GOALS
AND OF BERKELEY'S CONTRIBUTION TOWARD MEETING THESE GOALS;
AND DATA BY PROGRAM ON DIFFERENCES: (CONTRIBUTION) MINUS (IMPORTANCE)



*that found in the lower division sample—which was 1.20 points--social science programs should have special strengths in this area of education. The "deficits" calculated for individual programs ranged from rather large to near-zero. The greatest increases in emphasis on the social responsibilities or community-related skills associated with the discipline were needed in the programs in Political Science (@ 40% of a 1-5 scale), Psychology (39%) and Economics (39%), especially. The deficits were also fairly substantial in Sociology (32%), Linguistics (28%), Anthropology (24%) and Business Administration (21%) [even though the "Importance to you" ratings were relatively low in Linguistics and Business Administration].

PolSci
Psych
Econ
Sociol
Ling
Anthro
BusAd

Preparation for Advanced Training and for Careers

Graduate or Professional School. There were no differences between the student ratings of their program's contribution to "preparation for graduate or professional school" [F-prob.= .2112], and a majority (5-12-33-38-13)*** regarded the contribution as "high."***

For the social science-related programs as a whole, the average rating of the "Importance to you" of preparation for graduate or professional school differed only a little from the average rating of "Program's contribution." The average "deficit" was 0.37 points, or 9.3% of a 1-5 scale. (For lower division students, the difference was 0.61 points--also the smallest of the deficits.) Among the individual programs, only Political Science (@ 23% of a 1-5 scale), Economics (19%) and Psychology (18%) had deficits worthy of mention and these three departments were those in which preparation for graduate or professional school was seen by students as being of relatively greater importance.

PolSci
Econ
Psych

Preparation for a Career. A modest plurality of the respondents (9-19-38-26-9)*** regarded their program's contribution to career preperation as "In Between." There were large differences between some of the social science-related programs in the extent to which they were rated as contributing to the students' "preparation for a career" [F-prob.= .0000]. Business Administration (0-3-23-36-38),*** perhaps the most specifically professional of the programs evaluated, was rated significantly higher than all but three other programs. CNR (0-7-46-32-14), the Social Science Field Major (4-13-29-38-17) and PENR (4-16-24-44-12) were also rated fairly highly on this item. The lowest ratings for program contribution to students' preparation for a career were in Sociology (18-45-25-5-8), Linguistics (25-17-39-19-0) and Anthropology (22-31-16-22-9).

The social science-related programs' average rating for contribution to students' preparation for a career was the lowest of any of the six goals. The average program "deficit" was 1.02 points, or 25.5% of a 1-5 scale. (In lower division, the spread was 1.08 points.) In only three programs—Business Administration, the Social Science Field Major and CNR—was the difference relatively small between the students' ratings of "Importance to you" and "Program's contribution." In order, the greatest deficits in program contribution to students' preparation for a career were in: Economics (36% of a 1-5 scale), Psychology (36%), Political Science (33%), Sociology (33%), Anthropology (31%), Social Welfare (30%), Linguistics (29%), Development Studies (27%) and PENR (26%), with PEIS (21%) and Geography (18%) also showing moderate deficiencies. Clearly, there is a need in many programs

Econ
Psych
PolSci
Sociol
Anthro
SocWel
Ling
DevStd
PENR
PEIS
Geog

***The percentages reported in this section are drawn from items employing the following scale: 1= Very Low; 2= Low; 3= In Between; 4= High; 5= Very High.

OVERALL VALUE OF STUDY OF SUBJECT MATTER

Item: The study of this subject matter will be of permanent value in my life and/or work. [Q. 63.]

TOTALS -- Social Science-related Programs

3% Str. Disagree		43% Str. Agree
6% Disagree	12% In Between	36% Agree

Mean: 4.09 ± 0.09 (466) F-probability = .0000*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
SocWel	3.64	± 0.36	(36)	Ling	3.86	± 0.42	(37)	PENR	4.18	± 0.35	(22)	FldMaj	4.59	± 0.23	(27)
Sociol	3.72	0.36	(39)	PEIS	3.87	0.34	(30)	Geog	4.47	0.29	(36)	DevStd	4.67	0.32	(24)
Econ	3.79	0.42	(39)	PolSci	3.89	0.36	(36)	BusAd	4.47	0.21	(38)				
Psych	3.81	0.38	(36)	Anthro	4.14	0.34	(35)	CNR	4.58	0.23	(31)				

OVERALL SATISFACTION

Student Satisfaction with Their Major Program

Item: All in all, how satisfied have you been to date with your major program (faculty, teaching, advising, courses/curriculum, testing-grading, governance, etc.)? [Q. 69.] [1977 wording: "Please rate your overall level of satisfaction with your major program (. . ., ~~testing-grading~~, . . .)." 1977 scale: Extremely Low, Low, Moderately Low, In Between, Moderately High, High, Extremely High.]

TOTALS -- Social Science-related Programs

4% Very Dissatis.		20% Very Satis.
7% Dissatisfied		32% Satisfied
8% S.what Dissat.	11% Neutral or Mixed Feelings	17% Somewhat Sat.

*Mean: *5.09 ± 0.15 (490) F-probability = .0000*

Prog.	*** Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Psych	4.15	± 0.54	(41)	Sociol	4.62	± 0.50	(42)	Anthro	5.00	± 0.57	(36)	CNR	5.88	± 0.48	(33)
SocWel	4.28	0.59	(36)	Econ	4.63	0.54	(40)	PEIS	5.27	0.60	(30)	FldMaj	5.93	0.58	(27)
PolSci	4.35	0.58	(37)	*HltS77	4.74	0.13	(420)	BusAd	5.30	0.46	(40)	DevStd	6.13	0.38	(23)
****SHum77	4.48	0.18	(272)	Ling	5.00	0.56	(41)	PENR	5.38	0.70	(26)	Geog	6.29	0.26	(38)

Student Satisfaction with Total College Experience

Item: All in all, how satisfied have you been to date with your total experience while at Berkeley? [Q. 68.]

TOTALS — Social Science-related Programs

3% Very Dissatis.		27% Very Satis.
4% Dissatisfied		36% Satisfied
7% S.what Dissat.	12% Neutral or Mixed Feelings	11% Somewhat Sat.

*Mean: *5.39 ± 0.14 (490) F-probability = .2650*

Prog.	*** Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Psych	4.83	± 0.54	(41)	DevStd	5.30	± 0.70	(23)	SocWel	5.42	± 0.51	(36)	BusAd	5.83	± 0.37	(41)
PEIS	5.10	0.64	(31)	Econ	5.33	0.59	(40)	Anthro	5.43	0.60	(35)	Geog	5.95	0.42	(38)
PolSci	5.17	0.61	(36)	FldMaj	5.37	0.69	(27)	PENR	5.50	0.65	(26)				
Sociol	5.19	0.54	(42)	CNR	5.39	0.47	(33)	Ling	5.59	0.52	(41)				

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*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). Please note that a 1-7 scale is employed for the last two items on "Overall Satisfaction." See "Characteristics of the Student Population" for more information, particularly with reference to "SHum77" (and footnote ****).

Please note that the wording and response categories are different from 1977 to 1979. The parallelism may be fairly adequate, however. For example, the 1977 sample of Psych students (N= 24) had a mean of 4.17 ± 0.70. See also footnote *.

****The "selection" in the Selected Humanities sample may be relevant here (as on other items also), particularly with the variation in wording from 1977 to 1979. The means, confidence intervals, and number of respondents for each of the Humanities departments on this item were as follows: Spanish, 3.52 ± 0.44 (46); Practice of Art, 3.80 ± 0.63 (25); Music, 4.38 ± 0.62 (34); German, 4.42 ± 0.57 (12); History of Art, 4.57 ± 0.36 (61); French, 4.62 ± 0.47 (26); Misc. Humanities, 5.12 ± 0.45 (34); and History, 5.47 ± 0.42 (34). The Miscellaneous Humanities sample consists of: CompLit (3), DramArt (1), English (20), Humanities FldMaj (2), Philos (3), Rhet (4), and ReligStd (1). (Note that this group is composed 60% of English majors.)

for faculty to illustrate where disciplinary theory and methodology actually can be applied, and to relate their subject matter to its potential uses (in terms of possible careers at all levels). As one possible element of the weakness suggested here, better provision of career-related information was already identified as a need in many of these same programs (see page 33). It may be that a more effective address by faculty to social responsibility in their disciplines (c.f., page 47)--a focus which must be recognized not merely as proper but as essential to good teaching--would tie readily to the applied social uses of theory, and thus to career-related categories and uses.

OVERALL VALUE OF THE SUBJECT MATTER

(Data Tables 14)

One item in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ) asked students to rate the extent to which they agreed that "the study of this subject matter will be of permanent value in my life and/or work." This item was formulated in an attempt to assess the combined value of the liberal arts and/or professional components of the programs. However, given this wording, there is no effective way to adjust for the motivational differences (if any) between the students majoring in the different programs, so the responses do not necessarily distinguish between the value of the various programs alone. Perhaps the item best asks, "Is the student turned on by the subject matter and/or the departments' presentation of it?" Overall, the answer was an almost overwhelming yes (9-12-79).***

Although the item may not apply solely to the program (i.e., motivational differences between students in the various programs may exist), there were significant differences between the ratings of some of the programs in the students' assessment of the permanence of the value of their study in their life and/or work [F-prob.= .0000]. Five programs received extremely high ratings: Development Studies (4-4-92),*** the Social Science Field Major (0-4-96), CNR (0-6-94), Business Administration (0-8-92) and Geography (3-6-92). And seven programs received significantly lower, though still fairly high, ratings: Social Welfare (14-22-64), Sociology (10-26-64), Economics (18-10-72), Psychology (17-14-69), Linguistics (22-5-73), PEIS (7-27-67) and Political Science (11-19-69).

OVERALL SATISFACTION

Crossreferences

The two items discussed in this section focus on the students' overall satisfaction with their major program, and with their total experience while at Berkeley (i.e., presumably including their extracurricular activities). These items provide the single-most comprehensive picture of the assessments of the students in the 14 social science-related programs--about their program, and about education at Berkeley. Other related items, each somewhat less comprehensive in nature, include those concerned with the influence of the instructional process, and other factors (pages 40-43), program contributions to various educational goals (pages 43-49), overall teaching effectiveness (page 15), the interest and challenge of coursework and the retention of material learned (both page 12).

***The first figure represents the percentage of respondents choosing "Strongly Disagree" plus "Disagree," the second "In Between" and the third, "Agree" plus "Strongly Agree."

SATISFACTION WITH THE MAJOR PROGRAM (Data Tables 14)

The item on the students' overall satisfaction with their major program reminded the respondents to include several elements in that rating, viz., "faculty, teaching, advising, courses/curriculum, testing-grading, governance, etc." Overall, a large majority of the respondents (4-7-8-11-17-32-20)*** were satisfied. Regarded another way, the average (mean) response was very nearly the equivalent of "Somewhat Satisfied."[1]

Psych
SocWel
PolSci
Sociol
Econ

As might be suggested by the patterns of results obtained for many of the other items in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ), the differences in students' ratings between some of the programs bordered on "large," spanning 35.2% of the 7-point scale [F-prob.= .0000]. Four programs received especially high ratings of student satisfaction: Geography (0-5-95),*** Development Studies (0-4-96), the Social Science Field Major (7-7-85) and CNR (6-3-91). Five programs occupied a middle tier in the distribution. And five programs were rated as significantly lower than the first four: Psychology (39-10-51), Social Welfare (36-19-44), Political Science (30-19-51), Sociology (5-10-10-12-31-26-7)*** and Economics (28-20-53). PENR (12-15-73), Business Administration (15-8-78) and PEIS (17-7-77) were also rated significantly above Psychology.

It is particularly important for faculty in the lowest-rated programs to review this report carefully to ascertain the other, more specific, low-rated components of their program. Remedial action on such components should help to raise the overall satisfaction of their students to a more clearly acceptable level.

SATISFACTION WITH THE TOTAL EXPERIENCE AT BERKELEY (Data Tables 14)

Student satisfaction with their total experience while attending Berkeley exceeded slightly their satisfaction with their major program. A very large majority (3-4-7-12-11-36-27)*** were satisfied with their total experience. While there were no significant differences between the students' ratings of the various programs [F-prob.= .2650], the confidence intervals for Geography (8-11-82)*** and Business Administration (5-15-80) did not overlap with that for Psychology (29-7-63).

***For both of these overall satisfaction items, the figures presented are the percentages of respondents choosing each of the seven points on the scale, or are aggregated as follows: (1) "Very Dissatisfied" plus "Dissatisfied" plus "Somewhat Dissatisfied"; (2) "Neutral or Mixed Feelings"; and (3) "Somewhat Satisfied" plus "Satisfied" plus "Very Satisfied."

[1] With reference to student ratings of "overall satisfaction," one may need to consider the results in comparison to the pattern of responses that would be obtained when a Gallup-type poll asks a similar question about U.S. life as a whole. As I recall, the Gallup-type results are quite similar to these, but there may be more fluctuation from year to year. And if my memory serves me well, a Spring 1970 survey of college seniors at Berkeley (i.e., of persons nearing completion after four years here), also obtained results similar to those shown above--even though 1970 was still in a time of considerable social and intellectual ferment (e.g., the Cambodian invasion and "Reconstitution" at Berkeley). As someone once suggested to me, perhaps the fairly stable and fairly high satisfaction rates among college students can be attributed in part to the irrepressibility of young adults, who will try to make the most of whatever they encounter. Then again, the respondents may well exclude some of the most dissatisfied students (e.g., students who have already left Berkeley). The modestly higher rating on the second item above would seem to support to some extent the existance of the irrepressibility element.

APPENDIX A

CHARACTERISTICS OF THE STUDENT POPULATION

Introduction

This section of the report presents data concerning the respondents--their department or program affiliation, sex, ethnic identification, residential status, time of response (first or second mailing), number of courses completed in the major, year in school, quarters at UCB, source institution, ultimate degree plans, unit loads, hours of study per unit per week, number of departments the student was "turned off" to by taking classes at Berkeley, and the relative importance of several possible goals of a college/university education.

Where possible, the characteristics of the respondents are also compared with those of the population from which they were drawn. These comparisons are particularly important in any attempt to ascertain whether the respondents are in fact generally representative of the population for whom they have been asked to speak.

Response Rate(s)

Overall, 526 of the total sample of 1032 students responded. Excluding the 56 students (of the 1032) who had moved without leaving a forwarding address, the (net) response rate is 53.9%. Since one might expect higher proportions than average of juniors who were relatively new to their major, and of seniors who were just completing or had already become alumni, not to respond, this response rate is reasonably decent (60% being about the most one could hope for without more intensive pursuit of nonrespondents).* An additional factor which reduced the response rate in programs which rely on more than one department for their required coursework is discussed under "Other Special Problems in the Program-by-Program Analysis" (page A-6).

Broken down by department or program, the gross and net response rates are shown in Table A on the following page. (The Table excludes two late responses received from PENR students.)

Analyses of the Representativeness of the Respondents

Apart from tho fact that the response rate is generally adequate, several additional checks on the representativeness of the respondents were conducted. For example, we checked to see if there was any substantial sexual or racial bias by comparing the proportion of respondents indicating that they were male or female, and of those marking various ethnic identification categories, with similar data about the underlying population, drawn from the offices of Admissions and Records (OAR) and Institutional Research (OIR). For sex and class standing (juniors, seniors), as indicated in the name list from the OAR, we also checked the proportion of respondents with the proportion in the sample as drawn. The results of these analyses are shown in Tables B (sex), C (ethnicity) and F (class standing) which follow.

Students' residential status (i.e., where they live) has in previous research been shown to be related to some extent to their propensity to drop out, to their personal-intellectual levels of autonomy, and to some of their political views and attitudes toward education. Consequently, an analysis of the response rates by type of residence might be especially valuable in an attempt to ascertain the degree of representativeness of the respondents to the survey. Since the OAR-provided name list was in Zip-Code order, and since Zip-Code areas in Berkeley and vicinity can be broken down in ways associated with various types of residences, a check for the representativeness of the respondents was conducted by Zip-Code aggregations. (The 94704 Zip Code was disaggregated further, to separate fraternity/sorority residents from other "South Side" dwellers.)

In addition, we divided the respondents into "early" and "late" groups, corresponding to whether they replied before or after the second mailing of the questionnaire (with about 10-15 borderline cases being included in the first group). Overall (net), 36.5% responded "early," 17.4% responded "late," and 46.1% did not respond. Table D presents the results of the analyses by early/late respondent and Zip-Code residential statuses.

Of possible special importance is the question of whether "early" and "late" respondents differ in their evaluations of their educational programs. Since it was harder to get them to respond, the "late" respondents MAY be somewhat more representative of the nonrespondents (who constitute almost half of the initial sample). Consequently, we examined the responses to every item in the questionnaire to see whether the responses of the "early" respondents differed from those of the "lates." The results of this analysis are shown in Table E, and our view of these results follows immediately below.

Zero-Order Net Biases Among Examinable Respondent Characteristics

All the available evidence tends to indicate that the respondents, with an occasional possible exception (the implications of which are unknown but most probably are very minor or nonexistent), are rather representative of the sample population as a whole. Based on extrapolation, summation and integration of all the tiny biases which appear to exist, my guess would be that the respondent population is AT MOST a very tiny bit more critical of their programs in a few respects than would be the sample as a whole.** This "conclusion" is drawn from the

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*In addition, although we waited until just beyond the fifth week of Winter Quarter classes to obtain the name list from OAR, all of the addresses had not been updated from their Fall Quarter listing. This increases the chances of losing letters left lying around at old addresses, but should affect only a modest number of students. Moreover, since the second cover note contained wording specifically targeted to students in each of the 14 majors (according to the OAR list), students who had changed majors may have been less likely to respond to the second mailing.

**In two instances where there appear at first to be slight tendencies toward one or another demographic/respondent bias, the effects seem mostly cancelled out by apparently countervailing factors. For example, the immediate South Side of campus (excluding dorms and fraternities/sororities) is fairly well represented among the respondents, but so are urban-suburban commuters. Fraternity/sorority residents had a somewhat low response rate and so did 94707-08 (hill) residents, but similar, lowish response rates were also found among students who live in Oakland and in deep Southside (94705, residing primarily West of College Avenue). Possibly related to the lower Oakland response rate, Black/Afro-American students are underrepresented. Their shortfall is small (2.0% instead of 4.6%), but if Black students' views tend to differ substantially, there may be some impact. [For more information on the fraternity-sorority response rate, see also footnote **, page A-6.]

Table A
RESPONSE RATES BY DEPARTMENT/PROGRAM

Department/Program (as originally listed)*	Original Sample Size	(minus) MLNAs**	Net Sample Size	Number of Respondents	Gross Response Rate	Net Response Rate	Other Unusable Responses***
Afro-American Studies	15	- 3	12	4	26.7%	33.3%	- 2
Anthropology	75	- 5	70	38	50.7	54.3	- 2
Business Administration	75	- 2	73	42	56.0	57.5	- 1
Conservation Nat. Resources	75	- 4	71	40	53.3	56.3	- 6
Development Studies	49	- 3	46	24	49.0	52.2	0
Economics	75	- 6	69	40	53.3	58.0	0
Geography	75	- 4	71	40	53.3	56.3	0
Linguistics	68	- 3	65	45	66.2	69.2	- 4
Pol. Econ. Indus. Socy.	75	- 3	72	32	42.7	44.4	- 1
Pol. Econ. Nat. Resources	75	- 4	71	28	37.3	39.4	- 2
Political Science	75	- 4	71	38	50.7	53.5	- 1
Psychology	75	- 2	73	43	57.3	58.9	- 2
Soc. Sci. Field Major	75	- 4	71	31	41.3	43.7	- 4
Social Welfare	75	- 4	71	36	48.0	50.7	0
Sociology	75	- 5	70	43	57.3	61.4	- 1
TOTALS	1032	- 56	976	524	50.8%	53.7%	- 26

*The samples were drawn from a Winter Quarter 1979 listing of students enrolled in these majors, and the response rates are calculated according to this original listing. (See also the last column in the table and footnote ***.)

**In calculating the net sample sizes and net response rates, persons who moved and left no address (MLNAs) are excluded from the calculations. Such exclusions were counted, however, only after the first mailing (middle of Winter Quarter) and do not include the additional MLNAs from the second mailing (at the beginning of Spring Quarter).

***All "unusable" responses (except one late response in Business Administration) are either transfers from their original, listed major (some to other Social Science-related programs, some not) or indicated that they were enrolled in a double major. THUS THE MAXIMUM NUMBER OF RESPONDENTS FOR ANY PROGRAM consists of the "Number of Respondents" (column four of the data here) MINUS "Other Unusable Responses" (column seven of the data here), and ALL OF THE UNUSABLE RESPONSES (as well as Afro-American Studies, because of its low number of respondents) ARE EXCLUDED FROM THE PROGRAM-BY-PROGRAM ANALYSES PRESENTED IN THE DATA TABLES in the section on "EVALUATIVE FINDINGS" (the body of this report).

Table B
PERCENTAGE OF WOMEN STUDENTS:
AMONG RESPONDENTS, IN SAMPLE AS DRAWN, AND IN THE OAR LIST OF MAJORS

Department/Program (as originally listed)*	Percentage of Women Students: Net Respondents**	Percentage of Women Students: In Sample As Drawn**	Percentage of Women Students: In Wint 1979 OAR Stats.**
Afro-American Studies	25.0%	25.0%	26.7%
Anthropology	81.6	76.1	71.9
Business Administration	42.9	45.2	39.3
Conservation of Nat. Resources	45.0	45.1	49.8
Development Studies	79.2	52.2	51.0
Economics	32.5	31.9	29.6
Geography	40.0	36.6	34.4
Linguistics	68.9	67.7	69.1
Pol. Econ. of Indus. Societies	21.9	26.4	33.8
Pol. Econ. of Nat. Resources	42.9	31.0	29.4
Political Science	28.9	22.5	33.1
Psychology	79.1	69.9	67.2
Social Science Field Major	74.2	63.4	60.2
Social Welfare	91.7	90.1	87.5
Sociology	69.8	70.0	61.1
TOTALS***	56.7	51.6	49.2***

*The samples were drawn from a Winter Quarter 1979 listing of students enrolled in these majors, and the response rates are calculated according to the student's original major listing.

**The percentage of women "Respondents" includes the "Other Unusable Responses" (see previous table), but excludes the MLNAs. The percentage of women "In Sample As Drawn" also excludes the MLNAs, while that for "In Wint. 1979 OAR Stats." includes all juniors and seniors listed. [See footnote ** of the previous table re the MLNAs.]

***The Totals are calculated on the total numbers rather than as an average of the 15 departments/programs. Since the sampling was designed to assess each major (e.g., by drawing up to 75 students from each rather than proportionally from each) rather than the (undifferentiated) social science-related majors as a whole, the third total ("In Wint. 1979 OAR Stats.") is not strictly comparable with the first two totals. Using the actual, original sample sizes, the expected proportion of women respondents is 50.8%; using the actual number of responses from each department/program (i.e., adjusting for response rates also), the expected proportion of women respondents is 51.7%.

Table C
PERCENTAGE OF ETHNIC MINORITY STUDENTS, AMONG RESPONDENTS AND IN FALL 1978 OIR DATA*

Department/ Program	Black/Afro-		Chicano-Lat**		Chinese/-Am**		Japanese/Am		Caucasian		All Other*		Decline to State*	
	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data
Afro-Amer. Stds	100.0	74.0	—	0.0	—	0.0	—	0.0	—	18.0	—	8.0	—	0.0
Anthropology	2.8	1.7	8.3	5.5	—	2.8	5.6	6.0	77.8	75.3	—	1.9	5.6	6.9
Business Admin.	—	1.3	2.4	1.7	22.0	19.8	4.9	5.3	58.5	63.9	—	4.8	12.2	3.2
Conserv. Nat. Res.	2.9	4.0	2.9	2.0	8.8	4.0	2.9	1.5	76.5	75.3	—	4.5	5.9	8.6
Development Stds	—	0.9	4.2	6.6	8.3	3.8	4.2	0.0	70.8	67.9	8.3	11.3	4.2	9.4
Economics	—	2.2	7.5	3.2	5.0	6.3	2.5	4.7	72.5	75.8	—	6.0	12.5	1.8
Geography	—	1.1	2.5	1.1	5.0	5.4	—	1.6	85.0	85.3	2.5	2.2	5.0	3.3
Linguistics	—	5.3	2.4	2.0	7.3	6.6	—	2.7	73.2	76.8	4.9	4.0	12.2	2.7
PEIS	3.2	3.4	3.2	4.7	6.5	6.8	3.2	4.1	80.6	72.3	3.2	5.4	—	3.4
PENR	—	3.3	—	0.0	7.7	2.2	3.8	3.3	88.5	85.6	—	4.4	—	1.1
Political Sci.	8.1	4.9	2.7	8.2	—	2.3	2.7	1.4	81.1	74.7	2.7	5.1	2.7	3.4
Psychology	—	5.0	4.9	3.6	17.1	8.8	9.8	4.6	61.0	67.9	4.9	5.2	2.4	5.0
Soc. Sci. Fld	3.7	8.1	11.1	4.4	—	2.2	—	0.0	74.1	79.4	—	2.9	11.1	2.9
Social Welfare	2.8	9.2	11.1	6.2	11.1	16.3	5.6	4.0	58.3	55.2	8.3	5.7	2.8	3.5
Sociology	4.8	8.8	—	5.1	14.3	7.6	7.1	6.1	69.0	62.2	2.4	4.9	2.4	5.4
TOTALS***	2.0	4.6	4.4	3.8	8.5	7.1	3.8	3.4	72.8	72.1	2.6	4.8	5.8	4.2
Expected Sample N:***	22.7		19.0**		35.6		17.0		359.1		23.7		21.1	
Actual Sample N:***	12.0		22.0**		42.0		19.0		361.0		13.0		29.0	

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*The OIR ethnicity data used here excludes foreign students (i.e., includes citizens plus immigrants). Since the number of foreign undergraduate students is quite low (e.g., Fall 1976: Business Administration + upper division L & S Social Sciences + all College of Natural Resources = 68), we did not ask about citizenship status, and the survey respondents may include a very small number of foreign students. The "Decline to State" category includes a very small number of "no data" (OIR) and blank responses (ARU survey) as well as those who officially checked "Decline to State."

**The OIR categories for the column headed "Chicano-Lat"(ino) are: "Chicano" and "Other Spanish." In the ARU sample, the Chicanos and Latinos total 11 students each (note: some Latino respondents could be foreign students, such that the OIR expectation may be a slight understatement of the Chicano-Latino total). The expected number of Chicano respondents alone is: 11.5. Similar considerations about foreign status may apply to the Chinese group.

***The percentage totals for the Fall 1978 OIR data and the "Expected Sample N" for each ethnic category are based on the sum (across the 15 departments/programs) of the products of: Usable Responses X Fall 1978 OIR percentage (of the ethnic group). Additionally, among the 26 unusable responses, there were: Caucasians (84.6%), Blacks (3.8%), Latinos (3.8%), Chinese (3.8%), and Declines to State (3.8%).

Table D
EARLY (1st MAILING) AND LATE (2nd MAILING) RESPONSE RATES BY ZIP-CODED RESIDENTIAL STATUS*

Response Time/Rates		Urban-Suburban Commute	San Fran-cisco	Oakland	S.E. Berkeley (94705)	94704		Dorms (94720)	Berk-Alb Flats (94702-03-06-94710)	No.Side Berkeley (94709)	Berk-Alb Hills (94707-94708)	TOTALS
						So.side Berkeley	Frats-Sorors.					
Early Resps.**	Pct.	36.6%	29.7%	34.1%	27.8%	41.1%	31.5%	40.4%	40.4%	33.3%	32.6%	36.5%
	(N)	(53)	(11)	(31)	(15)	(117)	(34)	(19)	(38)	(24)	(14)	(356)
Late Resps.**	Pct.	22.1%	21.6%	14.3%	18.5%	19.3%	10.2%	8.5%	13.8%	20.8%	16.3%	17.2%
	(N)	(32)	(8)	(13)	(10)	(55)	(11)	(4)	(13)	(15)	(7)	(168)
Nonre-spondents**	Pct.	41.4%	48.6%	51.6%	53.7%	39.6%	58.3%	51.1%	45.7%	45.8%	51.2%	46.3%
	(N)	(60)	(18)	(47)	(29)	(113)	(63)	(24)	(43)	(33)	(22)	(452)
Net Sample Proportion**	Pct.	14.9	3.8%	9.3%	5.5%	29.2%	11.1%	4.8%	9.6%	7.4%	4.4%	100.0%
	(N)	(145)	(37)	(91)	(54)	(285)	(108)	(47)	(94)	(72)	(43)	(976)
Net Resp. Rate**		58.6%	51.4%	48.4%	46.3%	60.4%	41.7%	48.9%	54.3%	54.2%	48.8%	53.7%
MLNAs: Pct of Gross		3.3%	7.5%	7.1%	5.3%	7.8%	0.9%	6.0%	4.1%	4.0%	6.5%	5.3%
	(N)	(5)	(3)	(7)	(3)	(24)	(1)	(3)	(4)	(3)	(3)	(56)
Gross Resp. Rate		56.7%	47.5%	44.9%	43.9%	55.7%	41.3%	46.0%	52.0%	52.0%	45.7%	50.8%

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*This analysis is based on students' addresses as originally listed (i.e., prior to forwarding, if/when necessary), but subsequent to our correction of errors in the initial Zip Code listings. A small number of borderline responses (i.e., just after the second mailing went out) were classified as "Early" returns.

**All figures in the rows with this footnote are calculated without including the MLNAs (Moved—left no address).

Table E
COMPARISON OF VIEWS OF EARLY (FIRST-MAILING) AND LATE (POST-SECOND-MAILING) RESPONDENTS TO SOCIAL SCIENCE SURVEY

Questionnaire Item	Probability of Signif.*	Respondent Means			
		Early	N	Late	N
Department/Program	.3813				
Year in school.	.0319**	3.64	344	3.76	165
Number of courses completed in major	.0117**	7.25	327	8.13	160
Number of hours per week student was employed in Fall Quarter	.0498**	9.01	346	10.92	164
Number of hours per week studied per unit of coursework	.1152	1.23	340	1.35	160
10 other demographic variables (Quarters at UCB**; Source institution; Education level expects; UCB GPA; Sex; Ethnicity; Zip Code and Residence; No. of units in Fall; Hours studied per week in Fall)	.3126-.9549				
2 variables concerning student interaction with faculty	.3300-.7330				
Number of departments/subject matters student was "turned off to" as a result of experiences in classes at Berkeley	.0772**	1.84	341	2.13	161
8 evaluative questions (#17-24)	.1992-.9472				
At least one prof knows me or my work well enuf to write a good letter of recommendation	.1356**	2.90	331	3.12	160
2 evaluative questions (#26-27)	.8129-.8373				
Tests in most crses fairly accurately measure my knowl of crse material	.0306	3.35	343	3.55	161
Fac clearly state crse coverage and what stdts need to know/do to get an "A"	.1124	2.95	331	3.11	155
4 evaluative questions (#30-33)	.3335-.8132				
Fac in prog show enuf concern abt social issues in teaching their subjects	.0925	3.66	318	3.85	150
There are enough women faculty in this program	.0082	2.33	278	2.67	134
8 evaluative questions (#36-41, incl. "Fac teachg in program is challengg, of high quality, and increases my interest in the subject matter")	.1571-.9858				
Advanced crses in major (or otherwise availbl) offerd in all my intrst areas	.1194	3.16	324	3.35	144
9 evaluative questions (#43-51, incl. "Crsework in prog is intrstg & chllngg")	.1873-.8897				
Prog's method/lab/technical crses overemphsz tradl methods/values or are not up-to-date	.0285	2.58	249	2.31	109
4 evaluative questions (#53-56, incl "I will remember a lot of what I have learned in the program's courses for a long time to come")	.4034-.8137				
Prog shud incl undrgrads on most comtees, provide an ofc., allow a qrtrly mailg, etc. to facilitte undrgrad orgnzg and input	.0499	4.15	287	3.97	142
2 evaluative questions (#58-59)	.1616-.1951				
All fac shud occasnly use Primer to eval large and required crses in major	.0441	4.16	300	3.96	140
7 evaluative and 2 self-referent questions (#61-66B2)	.1966-.9865				
Importnc to stdt of broad/genl/humnstc/person-centrd education	.0494	4.36	339	4.20	159
1 evaluative and 1 self-referent question (#66C2-66D1)	.7510-.8802				
Prog contrib to providg traing in critical thinkg and analysis	.1093	3.74	339	3.90	162
Importnc to stdt of promotg social respon or developg community-usefl skills	.1055	4.19	332	4.03	156
Prog contrib to promotg social respon or developg skills useful in community	.1090	3.19	320	3.39	152
5 evaluative, 1 self-referent, and 6 influence-related questions (#66F1-71, incl satisfaction with total experience while at Berkeley)	.1689-.9766				
All in all, how satisfied have you been with your major program	.8464	5.08	344	5.11	160

TOTAL NUMBER OF VARIABLES TESTED: 92

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*All tests are F-tests except for those applied to certain demographic variables, which are Chi-squares.

**Since early respondents with only a very few exceptions had replied before the end of the Winter Quarter and late respondents replied in early Spring, the latter had completed more courses in their major, included more students who had advanced to senior status, taken more courses which they could have been "turned off to," and had the opportunity to advance slightly their prospects of getting a letter of recommendation. The effects associated with early/late status as regards Fall Quarter employment seem substantially due to students who worked 31 or more hours per week—so perhaps some late respondents were not enrolled in the Fall, and waited until Spring to have a better knowledge of their program. The expected effects of early/late status were not reflected in the variable concerning number of quarters at UCB because (presumably) of the response category grouping into 3-quarter segments.

Table F
CLASS STANDING AND NUMBER OF QUARTERS ENROLLED AT BERKELEY

Department/Program	Reported Class Standing: Junior	Senior	Other**	N	Pct Jrs Per OAR List*: In Sample As Drawn	Among Responds.	Reported Number of Quarters at Berkeley: 1-3	4-6	7-9	10+	N
Anthropology	19.4%	75.0%	5.6%	36	29.3%	36.8%	16.7%	27.8%	16.7%	38.9%	36
Business Administration	34.1	65.9	—	41	44.0	38.1	17.1	31.7	26.8	24.4	41
Conservation of Nat. Res.	17.6	79.4	2.9	34	37.3	25.0	2.9	35.3	32.4	29.4	34
Development Studies	37.5	62.5	—	24	40.8	41.7	12.5	25.0	29.2	33.3	24
Economics	32.5	67.5	—	40	42.7	40.0	—	20.5	25.6	53.8	39
Geography	37.5	62.5	—	40	37.3	40.0	7.5	32.5	27.5	32.5	40
Linguistics	27.5	72.5	—	40	35.3	42.2	10.0	32.5	22.5	35.0	40
Pol. Econ. of Ind. Soc.	29.0	71.0	—	31	44.0	40.6	—	29.0	25.8	45.2	31
Pol. Econ. of Nat. Res.	30.8	69.2	—	26	48.0	50.0	30.8	15.4	19.2	34.6	26
Political Science	37.8	59.5	2.7	37	45.3	52.6	16.7	27.8	22.2	33.3	36
Psychology	51.2	48.8	—	41	60.0	58.1	19.5	24.4	39.0	17.1	41
Soc. Sci. Field Major	29.6	70.4	—	27	44.0	48.4	14.8	22.2	29.6	33.3	27
Social Welfare	47.2	52.8	—	36	56.0	61.1	8.3	25.0	27.8	38.9	36
Sociology	19.0	81.0	—	42	30.7	30.2	9.5	31.0	21.4	38.1	42
TOTALS	32.3%	66.9%	0.8%	495	42.6%	42.9%	11.6%	27.6%	26.2%	34.7%	493

*Data on class standing were provided in the Office of Admissions & Records-supplied list of names from which the sample was drawn, and both columns under this heading give percentages based on that source/classification.

**Includes one student who marked "Sophomore" (Anthro), two who marked "Graduate" (Anthro, CNR), and one who marked "Limited status; other" (Pol. Sci.).

Table G
SOURCE INSTITUTION AND HIGHEST LEVEL OF EDUCATION EXPECTED TO ATTAIN IN THE NEXT TEN YEARS

Department/Program	School or College Immediately Prior to Berkeley: High School	Two-year College	Other U.C. Campus	Other Coll. or Univ.	Other	N	Highest Level of Education Expects: Bach. Degree	Teaching Credent.	Master's Degree	Ph.D. or Higher* Prof Deg	N
Anthropology	38.9%	33.3%	13.9%	13.9%	—	36	11.1%	—	44.4%	44.4%	36
Business Administration	41.5	36.6	14.6	7.3	—	41	19.5	—	70.7	9.8	41
Conserv. Nat. Resources	29.4	35.3	20.6	14.7	—	34	17.6	2.9	61.8	17.6	34
Development Studies	37.5	16.7	29.2	10.0	—	24	13.0	—	56.5	30.4	23
Economics	70.0	15.0	5.0	10.0	—	40	2.5	2.5	60.0	35.0	40
Geography	45.0	25.0	7.5	22.5	—	40	17.5	5.0	55.0	22.5	40
Linguistics	45.0	25.0	7.5	17.5	5.0%	40	20.0	7.5	37.5	35.0	40
Pol. Econ. Indus. Soc.	66.7	16.7	10.0	6.7	—	30	22.6	—	58.1	19.4	31
Pol. Econ. Nat. Res.	42.3	26.9	19.2	11.5	—	26	20.0	—	48.0	32.0	25
Political Science	45.9	32.4	10.8	10.8	—	37	5.6	—	22.2	72.2	36
Psychology	43.9	29.3	9.8	17.1	—	41	14.6	4.9	36.6	43.9	41
Soc. Sci. Field Major	44.4	22.2	11.1	18.5	3.7	27	7.4	11.1	48.1	33.3	27
Social Welfare	58.3	30.6	2.8	8.3	—	36	13.9	5.6	69.4	11.1	36
Sociology	40.5	31.0	4.8	19.0	4.8	42	19.5	—	53.7	26.8	41
TOTALS	46.6%	27.3%	11.1%	14.0%	1.0	494	14.7%	2.9%	51.5%	31.0%	491

*The category "Ph.D. or higher professional degree" (original wording) includes law (among the examples is "J.D.").

Table H
UNIT LOAD, HOURS OF STUDY PER WEEK, AND HOURS OF STUDY PER UNIT PER WEEK, FALL 1978

Department/Program	Unit Load, Fall 1978*		Hours Studied Per Week, Fall 1978*		Hours Studied Per Unit (Col. 2 ÷ Col. 1)*	
Anthropology	14.50	(N= 34)	20.79	(N= 34)	1.47	(N= 33)
Business Administration	14.95	(N= 40)	19.76	(N= 41)	1.42	(N= 40)
Conservation of Natural Resources	13.66	(N= 32)	18.00	(N= 32)	1.42	(N= 32)
Development Studies	14.13	(N= 24)	20.30	(N= 24)	1.64	(N= 24)
Economics	14.65	(N= 40)	17.87	(N= 39)	1.23	(N= 39)
Geography	14.54	(N= 39)	15.67	(N= 39)	1.16	(N= 38)
Linguistics	14.28	(N= 39)	17.49	(N= 41)	1.32	(N= 39)
Political Economy of Industrial Societies	14.87	(N= 31)	16.71	(N= 31)	1.16	(N= 31)
Political Economy of Natural Resources	14.88	(N= 25)	17.28	(N= 25)	1.20	(N= 24)
Political Science	14.80	(N= 35)	16.72	(N= 36)	1.26	(N= 34)
Psychology	14.78	(N= 40)	16.05	(N= 40)	1.14	(N= 39)
Social Science Field Major	14.36	(N= 25)	19.26	(N= 27)	1.50	(N= 25)
Social Welfare	14.92	(N= 36)	14.00	(N= 35)	0.96	(N= 35)
Sociology	14.71	(N= 41)	13.88	(N= 42)	1.03	(N= 41)
TOTALS/AVERAGES*	14.59	481	17.28	486	1.26*	474

*PLEASE SEE DISCUSSION IN TEXT CONCERNING THESE DATA! The data here are actual averages based on a recoding of the original category ranges, and the calculations to obtain Column 3 are generated after recoding (and based on a summation of the individual student quotients, divided by the number of students). The derivation of these figures is further explained on page A-9 (and especially in the footnote).

[Supplemental information on student employment: 40.3% of the respondents were not employed; 15.6% worked 1-10 hours per week; 30.8%, almost equally divided into two halves, worked 11-20 hours per week; 8.1% put in 21-30 hours; and 5.2% were employed for 31 or more hours per week, and presumably including some of the students who were not enrolled in Fall 1978 (to which all these data refer).]

slightly high proportion of women respondents (see Table B) and the trends in the directions of response found in the analysis of "early" and "late" respondents (the patterns of differences in mean ratings found in Table E). Other possible biases seem to "wash out" (see footnote **, previous page). However, anyone who wants to claim that the possible bias among the early/late respondents is at all meaningful is hereby obligated to read the footnote below.*

Low or Zero-Order Bias Among Examinable Respondent Characteristics by Department

On the departmental or program level, the few, trace, cross-sample biases perhaps had an impact on two programs. Women students are moderately overrepresented in Development Studies, and fraternity/sorority residents are somewhat underrepresented in PEIS.** But an educated guess (e.g., based on previous research, including some on ARU samples) is that no more than a few of the program-evaluative item responses would be significantly (statistically) affected. And in almost all if not all cases, any effects would not cause a meaningful change in the program's evaluation.***

In two other checks, there was little sign of program-related bias. There were no apparent meaningful differences in the expected and actual proportions of junior and senior respondents across the 14 programs (see Table F). Nor were there departmental/program differences in the proportion of "early" and "late" respondents [F-prob.= .3813, not shown in tabular form].

Other Special Problems in the Program-by-Program Analyses ("Transdepartmental Majors")

The Undergraduate Major Program Evaluation Questionnaire (UMPEQ) and its instructions were difficult to design in a way that would be entirely suited to programs which for their curriculum draw heavily on courses in other departments. (Since such programs are not all L & S-style "group majors," I'll here call them "transdepartmental.") We found no fully satisfactory way to resolve the dilemmas posed by the differences between programs in this regard. For example, limiting the evaluation solely to those program elements offered directly under the auspices of a transdepartmental program would in certain cases have been of little use in assessing the totality of the major program (e.g., in Development Studies and Political Economy of Industrial Societies). On the other

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*Please note that 92 tests are summarized in Table E. Hence, one would expect, by chance alone, that probabilities of occurrence below .05 would be found in four or five of the tests. In total, nine of the tests actually had probabilities below .05. However, three of these apparently significant results are in fact "expected" by virtue of the time elapsed between "early" (Winter Quarter) and "late" (Spring Quarter) responses. (See footnote ** in Table E.)

Rather convincing of our contention that bias, as assessed by the available measures, is very tiny, are the results of a comparison of the proportion and magnitude of apparently significant effects found in the early/late analyses, as contrasted with the program-by-program analyses. Of the 71 variables presented in the Data Tables in the section on "Evaluative Findings," six had probabilities of occurrence below .05 in the early/late analyses. Of these six, five were between .05 and .025 (i.e., were of borderline significance at best), and the other was just below .01 (i.e., .0082). When one examines the same 71 probabilities of occurrence in the program-by-program analyses, in total, 58 are below .05. Of these 58, the probability of occurrence by chance alone is below .0000 in 40 cases. In other words, "early" or "late" respondent status has a negligent or no effect on the evaluative ratings, while program affiliation has a massive effect.

Were it not for the somewhat consistent trends toward the less critical among the "late" respondents, I would have concluded that there are no differences whatever between the "early" and "late" respondents. As it is, the few, possible, trace effects of being a "late" respondent might even derive from external factors based in University/student demography or the dynamics of human personality.

For example, since women instructors are more numerous among temporary than among regular faculty, and temporary faculty may tend to be brought on later in the academic year, Spring Quarter respondents may actually have had access to more women instructors, and therefore be a little less likely to disagree that "There are enough women faculty in this program." (The finding that "Number of courses completed in the major" was, and was "expected" to be, higher among "late" respondents prob.= .0117 is supportive of this possibility.) For that matter, the sample by the time of the second mailing (Spring Quarter) probably excluded at least a few persons who would have been more generally critical than average, such that the "late" respondents could be less representative of the original sample (but perhaps a little more representative of persisters). (There were, for example, 10-plus additional, official Moved-Left-No-Address survey returns in the second mailing.) Moreover, more advanced standing (operationalized as "Number of courses completed in the major" and as "Year in school"—prob.= .0319) could begin to show effects of upgraded memories due to additional progress on the educational rites of passage.

Overall, women students seemed a little more likely to respond than did men (see Table B). But since the proportion of women among the "early" respondents (57.1%) did not differ significantly (prob.= .6009) from their proportion among the "lates" (54.7%), one may not be able fully to attribute the early and late groups' apparently different views about whether there are enough women faculty (prob.= .0082) to previously-established, but modest differences of male and female responses to this item.

In sum, such small directional or specific "biases" as may seem to exist could well be explained by institutional, demographic and personality variables, and may be very substantially appropriate to an evaluation survey conducted across parts of two academic quarters rather than in a more chronologically simultaneous way.

**The students' Zip-Code residential status was also examined by program, but the breakdowns were generally too detailed to be meaningful and hence are not shown in tabular form. [The Zip Code-by-program matrix is 10 X 14, with rather modest numbers of students residing in four of the Zip-Code residential areas.] Even so, PEIS, with 30 of its 75-student sample residing in fraternities/sororities (and only 33.3% of them responding as compared to 48.9% of other PEIS majors), is perhaps worthy of mention here. (Overall, 27.5% of all the fraternity/sorority residents in the entire sample were enrolled in this one major. The net response rate for fraternity/sorority residents for the rest of the sample (i.e., discounting PEIS), was 44.9%, rather than 41.7%.)

***It is true, of course, that the program/department item means (or pattern of responses) are much less precise than, for example, the results from larger groupings such as were used in the early/late analyses. Generally, the reader should regard with a little more caution the results from programs with lower response rates. (However, the program/department-related confidence intervals take this factor into account, such that differences in program ratings cannot be substantively discounted on grounds of relatively lower response rates.)

hand, defining the major program broadly may "unnecessarily" obscure somewhat the contribution derived directly from the program in cases such as Conservation of Natural Resources (CNR) and Social Welfare, where there are a number of core offerings emanating from the core department.

These difficulties in questionnaire design may also have contributed to the differentially lower response rates in the transdepartmental programs. For the six transdepartmental programs, the net response rate was 48.0%, while for the eight, one-department majors the net response rate was 57.7%.

Students' Definitions of Transdepartmental Programs. One UMPEQ item provides some concrete information on the students' reactions to our attempt to delimit the program which they were asked to evaluate. In Table I, please note that the average number of courses completed in the major is generally no lower in the transdepartmental majors than in the "regular," one-department majors. This suggests (at least for this question) that the respondents in the transdepartmental majors defined their program relatively broadly. Also, please note the definition of "program" provided to accompany the evaluative questions beginning with number 17 (see footnote to Table I). If the students' approach was generally consistent here, the responses to the main body of evaluative questions would also be fairly broadly focused. (In addition, the responses to many UMPEQ items are not in any way affected by the problems being discussed here—e.g., when the items apply solely to program-based functions or decisions.) For those programs which themselves offer several but not all upper division courses required for the major, however, I would hazard the guess that the respondents on some occasions narrowed the scope of their evaluations to some (unknown) extent.*

A Summary Reminder. Although response rates are somewhat lower in the transdepartmental majors, there are no signs of biased effects on the responses (other than those cited in the section on "Low or Zero-Order Bias Among Examinable Respondent Characteristics by Department"). Moreover, a lower number of respondents is properly adjusted for in the calculations of the confidence intervals.

Demographic Data

Several aspects of the demographic descriptors of the sample have already been discussed in the preceding four sections on the representativeness of the sample.

Sex; Ethnic Identification. Overall, women comprised 56.7% of the respondents, men 43.3%. (See Table B for program percentages.) White/Caucasians constituted 72.8% of the respondents. (See Table C for program percentages.) In order of their size, the other ethnic identification category percentages were: Chinese/Chinese-Americans—8.5%; Declines to State—5.8%; Chicanos/Latinos—4.4%; Japanese/Japanese-Americans—3.8%; "All Others"—2.6%; and Black/Afro-Americans—2.0%.

Source Institution. A little under half of the respondent population (46.6%) came to Berkeley directly from high school. (See Table G for program percentages.) About two out of seven respondents (26.7%) transferred from community colleges. Other colleges and universities (14.0%) and other U.C. campuses (11.1%) were the sources of almost all of the remaining respondents.

Further Educational Goals. About one student in seven (14.7%) intended to discontinue schooling upon receipt of the bachelor's degree; just over half (51.5%) were intent ultimately on a master's degree; and a little over three in ten (31.5%) were aiming for a Ph.D. or other higher professional degree (including law degrees). (Again, see Table G for program percentages.)

Zip-Code Residential Status. Nearly three in ten (29.2%) of the respondents resided in apartments/rooms on the immediate South (and West) Side(s) of campus, with another 11.1% in fraternities/sororities, and 4.8% in U.C. dorms. (See Table D.) Another 5.5% resided in Southeast Berkeley (94705), principally West of College Avenue.

Just under ten percent (9.3%) made their way to classes at UCB from Oakland, and 3.8% came from San Francisco. About one in seven (14.9%) resided in other urban and suburban settings, ranging from El Cerrito to Walnut Creek to Pittsburg to Napa to Daly City.

About one student in fourteen (7.4%) lived on the immediate North Side of campus (94709), with another 4.4% in the hills or further to the North (94707-08). Closer to ten percent (9.6%) lived in the Berkeley-Albany flatland areas (94702-03; 94706; 94710).

Experience at Berkeley

Class Standing and Quarters at Berkeley. By their own reckoning, and for the various times of the year of their responses, just over two-thirds (66.9%) of the respondents were seniors and most of the rest (32.3%) were juniors. As indicated in the list from the Office of Admissions and Records, 42.6% of the respondents were juniors, but there is no known, real discrepancy here.**

All but 11.6% of the respondents had been at Berkeley for more than three academic quarters. The numbers of respondents were nearly equal in the 4-6 quarter (27.6%) and 7-9 quarter (26.2%) ranges. Just over one-third (34.7%) had been here 10 or more quarters. (See Table F for program percentages.)

Depth of Experience in Program Curriculum. Table I shows the average reported number of upper division courses completed in the program for each of the 14 groups of students. Overall, the student raters have completed an average of 7.5 upper division courses in their major. The range was from 5.7 courses in Psychology (where there is a fairly structured system of prerequisites for pursuing the major and more of the respondents were juniors) to 9.7 courses in Conservation of Natural Resources. (See also "Students' Definitions of Transdepartmental Programs.")

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*This is suggested, for example, by the CNR majors' responses to our question about whether there are enough women faculty in their program (see Data Tables--9).

**The differences between students' reports of their class status (32.3% juniors) and that found in the OAR data (42.6%) could well be attributable entirely to the facts that: 1) the OAR list was not entirely updated from Fall Quarter; and 2) that about one in three of the respondents replied in Spring rather than in Winter Quarter. When respondents are classified by their OAR designation of junior/senior status, 42.6% of them are expected to be juniors, and 42.9% actually are. (See Table F.)

Table I
NUMBER OF UPPER DIVISION COURSES COMPLETED BY MAJORS*

Department/Program	Average Number of Courses Completed in the Major*		Number of Responses
Anthropology	7.62	± 1.16	34
Business Administration	8.07	1.36	41
Conservation of Natural Resources	9.71*	1.62	31
Development Studies	7.45*	1.63	20
Economics	7.61	0.75	38
Geography	7.69	1.14	39
Linguistics	7.75	1.05	40
Political Economy of Industrial Soc.	8.83*	1.58	30
Political Economy of Natural Res.	6.79*	1.77	24
Political Science	6.69	1.00	36
Psychology	5.73	0.87	41
Social Science Field Major	7.69*	1.31	26
Social Welfare	6.14*	1.19	35
Sociology	7.51	0.83	39
TOTAL/AVERAGE	7.49	0.32	474

*Students in these majors were reminded in our second cover note that: "As a student in one of several group or field major programs, or in a department which draws on a variety of courses in other departments, you may wish especially to read the notes appended to Questions 1 and 6, and located immediately prior to Question 17." These notes (which were also available to first-round respondents, indicated: [Question 1: In what department or program are you enrolled? Note: if you are enrolled in a particular plan, option, or specialization within your major program, please indicate that here and answer the questions as applied to that program, collection of courses, etc.]; [Question 6: How many upper division courses have you completed in your major program while at Berkeley? Please include courses in other departments only if they are required for your program or specialization.]; [preceding Question 17: REMINDER: The word "program" in the questions below refers to the department, group major, or major plan that you indicated in Question 1 on the previous page.].

Given the Class Standing and Number of Quarters at Berkeley data (see Table F, both parts), these averages suggest the extent of coursework subsumed by the group majors in their responses to the evaluative items throughout the Undergraduate Major Program Evaluation Questionnaire.

The second column of figures represents the 95% confidence interval for the mean ratings shown in the first column.

Units Carried and Hours of Study Per Week. The "average" student in the sample of respondents had enrolled for 14.6 units in Fall 1978 and studied 17.3 hours per week outside of class and lab (both figures exclude a few students not enrolled at all in Fall 1978). The data for each of the programs are presented in Table H, but the discussion of the results has been incorporated into the text (pages 28-29). Please review this discussion before drawing conclusions from Table H. The derivations of the measures employed in the development of Table H are discussed in the accompanying footnote here.*

Negative Experiences with Departments/Classes at Berkeley. The average number of departments/subject matters that the respondents were "turned off" to as a result of their experiences in taking classes as Berkeley was 1.9. Since data from this question do not apply to the programs being evaluated, but rather to an unknown mixture of departments providing service, breadth and complementary courses, and are affected also by the number of quarters the students have been at Berkeley, the data is reported in this section and program-by-program breakdowns are not given.

Overview of Importance of Potential Program Contributions to Students' Education

One section of the UMPEQ divided the principal, possible goals of a college/university education into six components and asked the students to rate the importance of each goal and also their program's contribution toward meeting that goal. The students' ratings of "Importance to you" for each of these six goals provide some information about the student majors' interest patterns and suggest something of their relative preferences for curricular/program emphases.

For example, students in Business Administration gave their highest ratings to the goals of career preparation and understanding the subject matter and their lowest (but still fairly high) ratings to the goal of preparation for graduate or professional school. The importance they placed on liberal arts-related goals of education fell midway between these other ratings, with training in critical thinking being slightly more important than a broad general education or promoting social responsibility/developing skills useful in the community. For students in the Social Science Field Major, by way of contrast, the three liberal arts goals (with a broad general education being ranked slightly ahead of the others) and understanding the subject matter were of highest importance, with preparation for a career, or for graduate or professional school being somewhat lower (but still fairly high).

The students' ratings of their "Program's contribution" to the six goals, as well as the average *differences* between the ratings of "Importance to you" and their "Program's contribution" are discussed in the section on "Evaluative Findings" (pages 43-51).

In general, all six goals were rated as being of high importance to the respondents. Summing all responses, three goals were of essentially equal importance: gaining a thorough understanding of the subject matter; obtaining training in critical thinking and analysis; and obtaining a broad, general, humanistic or person-centered education. Of just slightly less importance were the promotion of social responsibility or development of skills useful in the community, and preparation for a career. Preparation for graduate or professional school was ranked sixth, but was still of fairly high importance on the average. See Table J for the totals and program breakdowns.

Differences in Importance of Goals by Program. Across the 14 programs, there were no statistically significant differences between the ratings of the importance of the goal of "gaining a thorough understanding of the subject matter" [F-prob.= .2081].

There were at most borderline differences between a very few programs in the student ratings of the importance of "training in critical thinking and analysis" [F-prob.= .0333]. There was a tendency for training in critical thinking/analysis to be a little more important in Development Studies, Economics and Political Science than in Sociology, Geography, Business Administration and Psychology.

On the importance of their program "providing a broad, general, humanistic or person-centered education," there were some program-related differences in students' views [F-prob.= .0023]. This goal was of more importance to students in Development Studies, the Social Science Field Major, CNR and Anthropology than it was to students in Business Administration. In fact, this goal was of such high importance to Development Studies students that their ratings were also significantly higher than those in Psychology, Linguistics and PENR.

The importance to the student of "promoting social responsibility or developing skills useful in the community" varied to some extent by program [F-prob.= .0004]. Specifically, this goal was of less (but still moderately high) importance in Linguistics than it was in Social Welfare, Development Studies, the Social Science Field Major, CNR and PENR. This goal was of such high importance to Social Welfare students that their ratings were also significantly higher than those in Business Administration, Geography, and PEIS.

Although the total spread in the ratings was of rather modest proportions, the programs tended to divide into two groups in terms of the students' views about the importance of "preparation for a career" [F-prob.= .0001]. In the statistical analysis, this goal was rated as being of lower (but still fairly high) importance in Linguistics, Geography and Sociology than it was in Business Administration, PENR and Economics. In terms of tendencies, students in PEIS, Anthropology, the Social Science Field Major and CNR also gave relatively lowish (but still "high") emphasis to career preparation, while students in Social Welfare, Development Studies, Psychology and Political Science tended to place a little more emphasis on preparation for a career.

Differences in the importance of "preparation for graduate or professional school" to students enrolled in the 14 programs were of borderline significance at best [F-prob.= .0545], and ranged only from moderately high to high. Students in Political Science and in Economics perhaps tended to emphasize this goal somewhat more than did students in CNR, Business Administration, Sociology, Social Welfare and Geography.

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*The original metrics for these questions can be found in Appendix B (Questions 13 & 15). For this calculation, the response categories for both items were recoded to the numerical value at the midpoint of the range of each category. For example, the response category "16-20" (hours per week of study outside of class and lab) was set equal to 18; also, "41 or more hours per week" was set equal to 43, as if the range was 41-45, perhaps lowering the mean slightly (3.5% of the respondents checked this category). For each individual with a response given to 'Number of units in Fall Quarter' and "Hours per week of study outside of class and lab," the latter was divided by the former to obtain a measure of "Hours of study per unit per week." These quotients were then summed by program to obtain Column 3 in Table H.

Table J
IMPORTANCE TO STUDENTS OF PRINCIPAL GOALS OF EDUCATION

The Subject Matter

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Gaining a thorough understanding of the subject matter. [Q. 66F.]***

TOTALS — Social Science-related Programs

1% Very Low
1% Low
11% In Between
36% High
51% Very High

Mean: 4.35 ± 0.07 (490)   F-probability = .2081*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Sociol	4.12	± 0.27	(41)	Geog	4.29	± 0.30	(38)	PolSci	4.35	± 0.24	(37)	Anthro	4.38	± 0.20	(36)
Ling	4.17	0.31	(41)	PENR	4.31	0.30	(26)	BusAd	4.46	0.24	(41)	CNR	4.39	0.20	(32)
PEIS	4.19	0.26	(31)	SocWel	4.33	0.34	(36)	Econ	4.48	0.28	(40)				
Psych	4.24	0.23	(41)	FldMaj	4.35	0.25	(26)	DevStd	4.34	0.33	(24)				

"Liberal Arts" Educational Goals

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Providing training in critical thinking and analysis. [Q. 66D.]***

TOTALS — Social Science-related Programs

1% Very Low
2% Low
10% In Between
36% High
51% Very High

Mean: 4.35 ± 0.07 (488)   F-probability = .0333*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Sociol	4.10	± 0.28	(40)	*HltS77	4.27	± 0.09	(421)	*SHum77	4.38	± 0.10	(279)	CNR	4.48	± 0.30	(31)
Geog	4.11	0.30	(37)	SocWel	4.31	0.24	(36)	PEIS	4.39	0.26	(31)	PolSci	4.59	0.18	(37)
BusAd	4.17	0.27	(41)	Ling	4.32	0.29	(41)	FldMaj	4.44	0.30	(27)	Econ	4.60	0.17	(40)
Psych	4.20	0.31	(41)	PENR	4.35	0.30	(26)	Anthro	4.47	0.25	(36)	DevStd	4.63	0.27	(24)

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Providing a broad, general, humanistic or person-centered education. [Q. 66C.]***

TOTALS — Social Science-related Programs

1% Very Low
4% Low
9% In Between
37% High
50% Very High

Mean: 4.30 ± 0.08 (484)   F-probability = .0023

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
BusAd	3.87	± 0.36	(39)	PENR	4.12	± 0.29	(26)	*SHum77	4.36	± 0.10	(272)	Anthro	4.53	± 0.24	(36)
*HltS77	3.96	0.09	(412)	PolSci	4.22	0.31	(37)	PEIS	4.39	0.24	(31)	CNR	4.55	0.21	(31)
Psych	4.07	0.31	(41)	Econ	4.26	0.29	(39)	Geog	4.39	0.31	(38)	FldMaj	4.59	0.30	(27)
Ling	4.08	0.33	(40)	Sociol	4.29	0.26	(41)	SocWel	4.46	0.25	(35)	DevStd	4.70	0.24	(23)

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Promoting social responsibility or developing skills useful in the community. [Q. 66E.]***

TOTALS — Social Science-related Programs

2% Very Low
5% Low
15% In Between
34% High
44% Very High

Mean: 4.13 ± 0.09 (474)   F-probability = .0004*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Ling	3.57	± 0.47	(35)	PEIS	3.86	± 0.30	(29)	Psych	4.22	± 0.28	(41)	CNR	4.34	± 0.27	(32)
BusAd	3.78	0.33	(41)	*HltS77	3.93	0.10	(401)	Sociol	4.22	0.29	(41)	FldMaj	4.35	0.38	(26)
*SHum77	3.81	0.15	(247)	Econ	4.11	0.29	(38)	Anthro	4.24	0.34	(33)	DevStd	4.46	0.41	(24)
Geog	3.83	0.37	(36)	PolSci	4.16	0.32	(37)	PENR	4.32	0.29	(25)	SocWel	4.56	0.30	(36)

Preparation for Advanced Training, and for Careers

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Preparation for graduate or professional school. [Q. 66B.]***

TOTALS — Social Science-related Programs

5% Very Low
9% Low
22% In Between
32% High
32% Very High

Mean: 3.78 ± 0.10 (481)   F-probability = .0545*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
CNR	3.40	± 0.33	(30)	Geog	3.57	± 0.43	(37)	DevStd	3.83	± 0.51	(24)	Psych	4.00	± 0.33	(40)
BusAd	3.51	0.30	(41)	PEIS	3.70	0.54	(30)	PENR	3.85	0.52	(26)	Econ	4.15	0.34	(40)
Sociol	3.53	0.36	(40)	*SHum77	3.71	0.15	(266)	FldMaj	3.88	0.38	(26)	PolSci	4.16	0.30	(37)
SocWel	3.56	0.39	(36)	Ling	3.79	0.39	(39)	Anthro	3.97	0.40	(35)	*HltS77	4.16	0.10	(425)

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Preparation for a career. [Q. 66A.]***

TOTALS — Social Science-related Programs

3% Very Low
6% Low
16% In Between
29% High
46% Very High

Mean: 4.09 ± 0.09 (483)   F-probability = .0001*

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Ling	3.69	± 0.43	(39)	PEIS	3.83	± 0.43	(30)	PolSci	4.22	± 0.31	(37)	SocWel	4.36	± 0.37	(36)
Geog	3.70	0.31	(37)	Anthro	3.88	0.42	(34)	*HltS77	4.23	0.09	(427)	Econ	4.43	0.31	(40)
Sociol	3.71	0.40	(41)	FldMaj	3.92	0.52	(26)	Psych	4.32	0.25	(41)	PENR	4.46	0.29	(26)
*SHum77	3.83	0.14	(276)	CNR	3.97	0.33	(31)	DevStd	4.33	0.34	(24)	BusAd	4.49	0.21	(41)

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*The F-tests are based on the original metric and exclude the 1977 samples ("HltS77" and "SHum77").

***See "Overview of Department/Program Contributions" for students' "Program's contribution" ratings of this item.

Comparison Samples: The Selected Humanities and the Health-related Sciences

In those instances where the same question was asked in the 1977 as well as the 1979 program evaluation surveys of upper division majors, this report includes the results for two, large, aggregated samples, each of which has been the subject of a separate Academic Review Unit report (see Appendix D). The two samples are the "Selected Humanities" and the "Health-related Sciences."

The Selected Humanities Sample. Overall, the gross response rate for the Selected Humanities Sample was 53%. Details about the sample may be found in the ARU's report, but a listing here of the number of respondents in each of the various majors may aid the reader in the comparative understanding of the ratings of this aggregated sample, as contrasted with the Health-related Science and Social Science-related Program samples. The Selected Humanities respondents were comprised of majors in: Art--26; History of Art--64; History--35; Music--38; French--26; German--13; Spanish--48; Miscellaneous--34. (The Miscellaneous group included: Comparative Literature--3; Dramatic Art--1; English--20; Humanities Field Major--2; Philosophy--3; Rhetoric--4; and Religious Studies--1.)

Since this sample was selected primarily to provide comparative information for the ARU's in-depth evaluations of Art History and Spanish, the results are not necessarily representative of the humanities as a whole.

The Health-related Sciences Sample. Overall, the gross response rate for the Health-related Sciences sample was also 53%. Details about the sample may be found in the ARU's report on the Life-related Sciences, but a listing here of the number of respondents in each of the various majors may aid the reader in the comparative understanding of the ratings of this aggregated sample as contrasted with the Selected Humanities and Social Science-related Program samples. The Health-related Sciences respondents included majors in: Bacteriology--32; Biochemistry--30; Biology, Plans A1 + A2--32; Biology, Plans B + C + D--31; Biology of Natural Resources--26; Bio/Medical Physics--25; Botany--26; Chemistry, College of--28; Chemistry, L & S--10; Food, Nutrition & Dietetics--28; Genetics--27; Physiology--30; Psychology--24; Zoology--32; student transfers among the above health-related sciences--17; and Miscellaneous Physical Sciences--40. (The Miscellaneous Physical Sciences group included: Astronomy--2; Geology--4; Geophysics--2; Mathematics--12; Physical Sciences Field Major--1; Physics--15; and Statistics--4.)

Appendix A
Part 2
THE SAMPLE, SURVEY AND ANALYSES

Why the Social Science-related Departments and Programs

In 1977, the Academic Review Unit (ARU) conducted student survey evaluations in the entire array of health-related science programs at U.C. Berkeley (including some in the physical sciences). ARU questionnaires that year also enabled students to evaluate eight humanities departments. In 1978, the ARU focused most of its attention on lower division, where problems seemed to be, and were evaluated by students to be, most pressing. [The increase in the number of students in lower division (1100 more in Fall 1978 than in Fall 1977) can only exacerbate matters unless accompanied by appropriate modifications of resource deployment and faculty/administrative attention.] Last year the ARU returned to its more typical focus on upper division programs, choosing the social science-related programs because of the large number of hitherto un-student-evaluated programs and the large number of students. In addition, this evaluation enabled a first focus comparatively on a number of "group majors" (and other "transdepartmental" programs).

Questionnaire Development

The first Undergraduate Major Program Evaluation Questionnaire (UMPEQ) was developed by a committee of students with ARU guidance in Fall 1976-Winter 1977, and was refined further in Fall 1977 on the basis of the results from over 700 upper division majors in that first, large-scale, Winter-Spring 1977 survey. The Fall 1977 revision was associated with an in-depth evaluation in the Biology and Zoology Departments. (The general focus of the UMPEQ was retained in this revision.) The use of many items of similar content in the Lower Division Program Evaluation Questionnaire (LDPEQ) in Spring 1978 and the development of some new items for that evaluation, also contributed slightly to the current, Winter-Spring 1979 version of the UMPEQ.

In the initial questionnaire development, several other questionnaires used in previous, related research on upper division education were reviewed for their possible contribution to a program evaluation questionnaire. In addition, a set of program evaluation criteria was also examined closely to see that the UMPEQ's coverage was as complete as possible. Some items in the questionnaire were also developed in discussions with the Academic Affairs Vice President(s) of the ASUC and Academic Affairs Office staff members.

As it turned out, only a few of the items seem to have been subject to ambiguity or misinterpretation by the respondents. Some improvements have been made over time. Problematic elements of certain items are discussed in full in the various texts of the reports, and special footnotes call the reader's attention to all items where the nonresponse rate reaches 25 percent (counting both Don't Know/Not Applicable and blank responses).

Considerable care was again given to the positioning of the questionnaire items within the UMPEQ. While items with related content were generally grouped together in the same section, care was taken in the ordering within sections to minimize the situation in which any one item/statement would "lead" the student to respond in a particular direction on a succeeding item (especially the immediately succeeding item). Occasionally, as a check on validity, an item was located well away from its closest counterpart(s). For examples, the items on "Number of hours of study per week" was not immediately adjacent to "Number of units taken," and the items on grading rigor and workload per unit are in entirely different sections. (In some cases, however, this strategy may reduce the accuracy of the students' estimates.)

Sample Selection Procedures

To obtain about 30 respondents in most programs, a sample of (up to) 75 students in each was drawn from an unexpurgated list of majors obtained from the Office of Admissions and Records (OAR). When there were 75 or fewer students, the entire population of majors was included. The target of at least 30 respondents was chosen as a reasonable minimum to conduct statistical tests for differences by department/program in the mean ratings on questionnaire items evaluating various components of those programs.

The sample was drawn, taking every nth (or all) names, beginning with a randomly-selected name in the first nth, from the list of upper division majors in each of 15 social science-related departments and programs at UCB. The list was ordered by department/program, within program by Zip Code, and alphabetically within Zip Code. The size of the nth varied from unity (1/1) to about one in seven (1/7), depending on the enrollments in the 15 programs. For example, every major listed for Linguistics was included in the sample, while only about one in seven was chosen in the sample for Business Administration. (After initially selecting every nth student, a number of those drawn typically had to be eliminated by a similar procedure involving the 75-plus students and a different nth, or randomly if very few in number, in order to bring each sample to the exact targeted size.)

All data analyses which are broken down by department/program are based on the students' designations of the program in which they are enrolled. Where students indicated a different program than that to which they were assigned in the OAR list, they were excluded from the department/program sample, even if they indicated that they had transferred to another program included in the social science-related sampling. (Since the proportion of students sampled in each major program varied, the inclusion of students who were changing majors within the 15 programs would have distorted the randomness of the samples in the recipient programs. Moreover, some of these few major-changers would have been relatively new to their new major.)

Implications of the Sampling (the Social Sciences "Totals")

Because lower proportions of majors were sampled in the larger programs/departments (see above), THE TOTALS REPORTED FOR "SOCIAL SCIENCE-RELATED PROGRAMS" IN THE DATA TABLES IN THIS TEXT REPRESENT THE AVERAGE OF PROGRAMS AND NOT OF STUDENTS. In fact, since they are based on all the respondents without regard to program, the social sciences totals are also affected slightly by the varying response rates between the programs (which in fact worked to counteract the first-mentioned factor). To obtain the average for social science students (an average which would occasionally tend to be a little lower because of the relatively poorer ratings of some of the largest programs), one must weight (multiply) the program responses (means) shown in any given Data Table by the "Proportional Enrollments, Actual" shown in the table on the next page, and sum across the 14 products. If the reader is interested in focusing solely on the College of Letters and Science, similar calculations may be employed using the eleven "Proportional Enrollments, Actual, L & S only" in the right hand column of the table following. One sample results of the use of the weighting procedure: Using the rating for "overall satisfaction" with the students' major program, the following results are obtained on the 1-7 scale: The mean rating for the 490 respondents as individuals was 5.09 [see Data Tables—14]; for all programs, weighted by size, the mean rating was 4.92 for the "average" student; and the weighted mean rating for students in L & S programs alone was 4.71.

Table K
ACTUAL PROPORTIONAL ENROLLMENTS BY DEPARTMENT/PROGRAM

Department/Program	Dept./ Prog. Abbv.	Number of Students (per OAR list)**	Proportional Enrollments, Actual (Weighting Factor)*	Proportional Enrollments, Actual, L & S Only (Weighting Factor)*
Anthropology	Anthro	135	.0460	.0644
Business Administration	BusAd	548	.1866	—
Conservation of Natural Resources	CNR	200	.0681	—
Development Studies	DevStd	49	.0169	.0237
Economics	Econ	253	.0862	.1207
Geography	Geog	91	.0310	.0434
Linguistics	Ling	68	.0232	.0325
Political Economy of Industrial Societies	PEIS	134	.0456	.0639
Political Economy of Natural Resources	PENR	92	.0313	—
Political Science	PolSci	469	.1597	.2236
Psychology	Psych	373	.1270	.1778
Social Science Field Major	FldMaj	132	.0450	.0630
Social Welfare	SocWel	231	.0787	.1102
Sociology	Sociol	161	.0548	.0767
TOTALS		2951**	1.0001	.9999

*See adjoining text for further explanation of uses, interpretation.

**The Office of Admissions and Records (OAR) name list did not include all students who declared their major after the 8th week of the Fall Quarter (but did exclude all Fall Quarter graduating seniors), such that the expected number of social science majors is understated in these statistics. [The numbers cited do not exclude the students who Moved--Left No Address.]

Questionnaire Distribution Procedures

The UMPEQ was sent by first-class mail, addressed to individual students. A prepaid, return envelope and cover letter were also enclosed (see Appendix B for both). Each student (and questionnaire) was given an identification number. As the daily rate of returning questionnaires declined to a trickle after the first mailing (in Winter Quarter), a second mailing (in early Spring Quarter), with a second, augmented, cover note, was sent to all students who had not by that time responded. (See also Appendix B for one sample of this second cover note.)

General Strategies of Interpretation; Methodologies

Summary of Methods. A synopsis of the key methodological points necessary to a reading of the text is also included in the "Introduction" to the section on "Evaluative Findings" (pages 2,4). Also, there is no repetition here of the discussion in that section regarding the systematic use of qualifying adjectives in the text of the report.

"Absolute" and Relative (Comparative) Perspectives on the Data. In the interpretation of the questionnaire data presented in this text, there are two principal kinds of analytic perspectives employed. The first, or "absolute" perspective, focuses on the percentage of students who chose one (or more) response categories as contrasted with the percentage who chose other response categories. Ultimately, interpretations of such results, from an "absolute" perspective, rely on the item content, including the connotative and denotative aspects of the qualifying adjectives, if any, and the wording as a whole, and the strength of the students' responses, one way or the other. Even so, the interpretations are not generated in a vacuum and cannot escape all relative expectations and comparative considerations. The "absolute" results are considered, de facto, with respect to a range of possible standards--for example, from the standards one might hope to find in an "ideal" university to what we might "realistically" expect from the University of California at Berkeley in the way of educational offerings and opportunities for upper division majors. As a specific example, the fact that 45% of the respondents disagreed that they knew at least one faculty member who could write them a good letter of recommendation would be seen as a terrible outcome in a highly selective, liberal arts college (such colleges are typically the most "ideal" on such faculty contact-related dimensions). But at Berkeley, this fact might be something we would judge as "not very good" or even "poor," but probably not as "terrible."

The second, or "relative" perspective is one that compares the evaluations by one group of students with those of another group, and bases interpretations of the results on the relative placement of the responses of both groups. In this report, the relative perspective can be particularly important in identifying the comparative strengths and weaknesses of the 14 departments and programs for which the number of respondents was viable. On items where a department/program is evaluated as having a relatively strong performance, it may be able to serve as a model for the others. In other words, in areas where at least one program shows a strong performance, there is a good likelihood that improvement in the lower-performance programs is fairly readily possible. In areas where all programs are rated as having about the same degree of weakness, change may be needed across the board (as judged by a more "absolute" perspective), but change may also be more difficult to achieve or require approaches new to the faculty, especially where inertia or resistance is high. (In the most intractable and negative situations, of course, student difficulties/University problems may become public issues.)

Program-by-Program Review of Results. Among the initial steps in the analysis was an examination for differences in the students' responses on a program-by-program basis. This is the heart of the evaluation, employing the relative perspective (and often clarifying what standards one might expect at the "absolute" level as well). Since the department/program has the primary responsibility for what happens to upper division majors, the programs also represent foci for which suggestions for improvement may be most relevant. Program-by-program differences are cited in the text in the body of the report *every time* they occur (i.e., are statistically significant). These differences are also apparent in the Data Tables.

The Analysis of Program Differences: Methods

In almost all cases, the program-by-program responses were examined with two statistics, only one of which is reported in the text. One of these statistics, Chi-Square, is a test of whether the entire *pattern* of responses to an item, considered across the 14 programs, appear to differ. The Chi-Square statistic is based on the extent to which the obtained results differ from results that would be expected by chance. The result "expected" by chance is that the views of the students in each program will be the same (i.e., will be very similar to the total student response, say, across five categories from strong agreement to strong disagreement).

However, since the pattern of responses across a four- or five-point scale may vary by program in ways that probably have little meaning,* we used a test for differences in means (F-test) as the primary method of analysis. Statistically, the F-test is for similar purposes—to ascertain whether the *mean* student response in the individual programs differ. For purposes of calculating the mean ratings, the following illustrates the typical transformation of the qualitative-interval (ordinal) data to numerical figures:

1= Strongly Disagree
2= Disagree
3= In Between
4= Agree
5= Strongly Agree

"Don't Know/Not Applicable" and blank responses are NOT included in the calculation of the program or total means or percentages, and special footnotes call the reader's attention to all items where such a "nonresponse" rate reaches 25 percent.

While the test of means employed is strictly applicable only to scales with true numerical values, I, like many other social science researchers, have found it usually provides as meaningful a statement as any other statistic one could employ with the scales used for item responses. The analysis of means tells us whether the pattern of responses adds up to a meaningful difference or, alternatively, washes out in minor differences between responses in adjacent response categories (see footnote *). Moreover, the means of the responses from each program provide a one-figure summary of the results that are influenced, as is often appropriate, by the strength of students' views. Since there were no meaningful differences between the Chi-Square and F-test analyses for any of the variables, only the F-test statistics are reported.

Probability Figures and Confidence Intervals. The results of the statistical tests are expressed in "probabilities." *Lower numerical values* for these probability figures indicate that there is a *greater* likelihood that the differences in the program-by-program ratings are in some way meaningful (i.e., that they are less likely to have occurred purely by chance). (Example: .0108 is lower than .0489; hence, the first probability figure expresses a lower likelihood that the result occurred by chance and, correspondingly, a higher probability that at least some of the differences observed among the responses are meaningful, i.e., are indicative of real differences between the responses of at least two of the 14 groups.) Such probability figures are not usually regarded as being indicative of real differences between groups until there is at least a 95% chance that the observed differences did not occur by chance (i.e., when the probability figure is lower than .0500).

For every evaluative item (and some others as well) in the questionnaire, a table has been presented which shows the results on a program-by-program basis. Within these tables, a "95% confidence interval" is reported for the mean rating received by each program. (These figures are presented in a column headed by "±.95".) Roughly stated, a confidence interval of 0.31 (for example) indicates that there is a 95% probability that the "true" mean falls within "plus-or-minus" 0.31 points (on the scale) from the mean obtained in the current sampling (as reported in an adjacent column in the table). So, if a mean of 3.75 is reported with a confidence interval of 0.31, the "true" mean has a 95% probability of falling between 3.44 and 4.06 (and is also more likely to fall, with normal-curve probabilities, toward the center of the range, i.e., 3.75, than toward either periphery).

If the confidence interval range (e.g., 3.44 to 4.06) for the mean of any particular program does not overlap with the confidence interval range of the mean rating of one or more other programs (e.g., a program with a confidence interval range of 2.75 to 3.25 on the same item), the means are here said to be "statistically different." Where the confidence interval ranges *do* overlap, it may well not be very safe to attribute any meaning to the observed (apparent) differences (which, as the reader will see, are not usually very large in such cases). In discussing program differences in the text, I have occasionally labelled two program's means as "different" when there is actually a *small* overlap in their respective, 95% confidence interval ranges. This is done where similar means of other programs with smaller confidence intervals do differ significantly (i.e., where more violence would seem to be done by omitting mention of the program with the wider, slightly-overlapped confidence interval range).

Other Statistical Analyses

In a few instances, Pearson correlation coefficients have also been employed/reported. These too are subject to the limitations noted above (e.g., use with true numerical data), but they too represent as satisfactory an approximation as any other measure for the purposes for which they are employed. In all cases where a Pearson correlation coefficient is reported, I have tried to translate its meaning into verbal terms.

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*For example, if most of the variation in student responses when broken down by program is with respect to adjacent response categories (e.g., one program's respondents may make heavy use of the category "Strongly Agree" while another program's respondents may make heavy use of "Agree"), the "differences" may be pretty tenuous. To a lesser extent, the same would be true, for example, of the adjacent responses, "In Between" and either "Agree" or "Disagree." In addition, it is probably safest to put one's trust in linear or cumulative differences (with a watchful eye on the confidence intervals) rather than on the few more exotic curvilinear relationships (e.g.) that occasionally arise.

APPENDIX B

ASSOCIATED STUDENTS
UNIVERSITY OF CALIFORNIA
200 ESHLEMAN HALL Berkeley, California 94720 (415) 642-1431

[EXAMPLE OF PROGRAM-INDIVIDUALIZED SECOND COVER NOTE]

April 1979

President
Lindsay Spiller
Executive Vice President
Anthony Rainey
Administrative Vice President
Andy Spann
Academic Affairs Vice President
Pamela Goldschmidt
Student Advocate
Anne Baker
External Affairs Coordinator
Kathlyn Taylor
Internal Affairs Coordinator
Jeff Schaffer

Afro-Amer. Stds
Anthropology
Bus. Admin.
Conserv. Nat. Res.
Development Stds
Economics
Geography
Linguistics
Pol. Econ. Ind. Soc.
Pol. Econ. Nat. Res.
Political Science
Psychology
Soc. Sci. Fld Maj.
Social Welfare
Sociology

[P.S.: we do not need your Reg Card number on questionnaire. Strict confidentiality is maintained.]

Dear Student of a Social Science-related (inter)Discipline,

BACK TO YOU with a second PLEAse—to take time to respond to this survey evaluation of your University education and major.

Thus far, the response rate is running about 35%—a start but not high enough to ensure that the full diversity of students is represented. We have drawn a sample of up to 75 students per major to provide comparative student evaluations across 15 departments and programs (see list at left), so every response is vitally important if the majors in your program are to be fairly and fully represented.

A high response rate will also help to ensure that the results will be taken seriously by your department/program and the University. And, as noted in Appendix A here, we will include all comments of up to one page in the final report.

The Academic Affairs Office has been working for the past few years to have student evaluations become an integral part of the University's assessments of its programs. How can a university evaluate its programs without taking full account of the perspectives of those most affected by the educational process?

We apologize for the length of this questionnaire, but feel it is important to do a thorough job. Who knows, you may even enjoy and benefit from the experience—the questionnaire offers a good once-over through your University education.

Once again, . . .

THANK YOU VERY MUCH,

Pam Goldschmidt, Academic Affairs Vice President Pam Goldschmidt

Jeff Koon, Academic Review Unit Coordinator Jeff Koon

A SPECIAL NOTE TO STUDENTS OF THE POLITICAL ECONOMY OF INDUSTRIAL SOCIETIES: Thus far, the response rate for PEIS majors is somewhat lower than average (about 22%), so please take this second opportunity to respond.

As a student in one of several group or field major programs (or a department which draws on a variety of courses in other departments), you may wish especially to read the notes appended to Questions 1 and 6, and located immediately prior to Question 17. Clearly, it is more difficult to design a questionnaire fully suitable to the evaluation of such programs but, given this broader comparative context, we have tried as best we could. (You can always leave an item blank if it doesn't fit at all.) This is the first real effort ever to obtain comparative student evaluations of social science-related programs of this kind.

Please note also that the ARU's method of fully presenting the survey results in tabular form will help to ensure that you are not misrepresented. If you find it necessary, please feel free to clarify what you are rating with comments in the margin or on a separate page.

Associated Students University of California Berkeley California 94720

[COMMON FIRST COVER NOTE AND ITS APPENDIX (next page)]

March 1979

Dear Fellow Student,

The enclosed questionnaire is designed to provide you with a real opportunity to express your views and feelings about your educational program at Berkeley. While not every item will be applicable to every student's program, we believe that many items will really hit the mark.

The main purposes of this questionnaire evaluation are to identify the strengths and weaknesses in the social science-related programs at UCB -- to encourage departments/programs and the University to improve offerings and services where they are weak, and to give credit where credit is due.

To help ensure that the results of your evaluation are taken seriously, a report of the findings will be submitted to all relevant U.C. administrators, to departments/programs, schools and colleges, and to faculty Senate committees. Students in your department or program will be notified when the report is finished, and respondents will be entitled to pick up one free copy at the Academic Review Unit office. In addition, the results of your evaluation will be made available to the Daily Californian. If these efforts continue to be successful,* your ASUC Academic Affairs Office will also be better able to insist that student views about their programs be taken into account in the University's program "review" processes.

YOUR RESPONSES ARE ENTIRELY CONFIDENTIAL.*

Because your name was one of a modest number of randomly selected students in your major, your response is very important to the validity of this evaluation. Across all the programs evaluated, each of you is, in effect, representing about 3.4 students. We also believe that you will find the survey to be a valuable aid for thinking about your educational experience at Berkeley. (Most people can answer the questionnaire in only about 20 minutes.)

THANK YOU VERY MUCH FOR YOUR HELP.

Sincerely yours,

Jeff Koon

Jeff Koon
Academic Review Unit Coordinator
ASUC Academic Affairs Office
204/214 Eshleman Hall
U.C. Berkeley
Berkeley, CA. 94720

642-0256

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*Please see Appendix A, on the reverse side of this letter, for more information about confidentiality procedures, why the questions are worded as they are, the opportunity for your comments to appear in print, the Academic Review Unit's work, how to participate more extensively in the evaluation, and so on.

[REVERSE SIDE OF FIRST COVER NOTE]

APPENDIX A

(see cover letter on reverse side)

Confidentiality Procedures and Comments

The "Departmental/Individual Identification Number" on the questionnaire is only to check off who has responded when questionnaires are returned, so we can send a second mailing to persons who do not respond fairly soon (and avoid duplicate responses in the process). Please save us the time and money involved in a second mailing by responding as soon as you can. After responses stop coming in, we will destroy the number code on our name list, thus rendering your individual questionnaire untraceable to you.

PLEASE FEEL FREE TO COMMENT IN THE MARGINS ON ANY ITEM, OR ADD AN EXTRA SHEET OF COMMENTS IN THE PREPAID RETURN ENVELOPE. If you do not want your comments typed for inclusion anonymously in an appendix to the final report, say so or do not include them. Apart from obscenities and irrelevancies, we will print whatever you write about your program (up to one page or so). Aside from your comments, data will be reported only in grouped form (i.e., chiefly by program).

Item Wording

Some of the items in this questionnaire could also be called "propositions"—they make a statement, occasionally a strong statement, and ask you to agree or disagree with it. The important thing is not so much how the item is worded, however, but with the strength of agreement or disagreement by the respondents (you). Also, we are fully aware that items which receive a high rate of nonresponse (even 10-20%) often do not allow any firm conclusions to be drawn about the results—so please feel free to use the "Don't know or not applicable" response as needed.

In general, we have tried to phrase the questionnaire items with two important goals in mind:

1) Is the item worded such that student responses will make a clear and meaningful statement about University education? We believe that this approach, which at points resembles a "public opinion poll," is superior to asking you a lot of bland questions. Many of our items are thus focused precisely on areas of potential student needs.

2) Will students' responses to an item be likely to differ from one major to another? Or will they differ according to students' goals in college, by transfer or nontransfer student status, and so on. Where differences in responses between different groupings of students do occur, there is often a real possibility for improvement in the educational process. For example, if the School of Business does better than L & S departments at meeting some student needs, but not others, there is clearly the potential for both to improve where they are weaker. (Our general philosophy is that the University should do as well by everybody as it can, providing high quality educational opportunities for all students—and pursuing research, public service, etc.)

The Academic Review Unit (ARU)

The Academic Review Unit (ARU) is charged with helping to provide student input, particularly at the undergraduate level, concerning the effectiveness of the educational programs at Berkeley. Our view is that no program can be evaluated fairly or completely without the inclusion of students' perspectives in the analysis and in the decisions that result from the evaluation.

The Academic Review Unit has been operating successfully for 5 years. We are a project of the ASUC Academic Affairs Office (along with Primer and Mini-Grants), run by and for students. We report to the ASUC Academic Affairs Vice President, but our work is also evaluated by a faculty Senate committee (with student members), some administrators, and our readers. The funding (for the three projects) comes through the Vice Chancellor's Office, on recommendation of the faculty Senate committee, from money obtained for the University by the U.C. Student Lobby (which is supported by your ASUC fees, appropriated by the ASUC Senate).

Examples of Previous ARU Work

All previous completed ARU program reviews are available for your inspection at the office (204/214 Eshleman).

In addition to this comparative, student survey evaluation of 15 social science-related programs, the ARU this year is supporting students conducting evaluations in the Department of French (graduate and undergraduate—the Department is being evaluated by L & S), Slavic (graduate), and of Chicano Studies program alumni. Last year, the ARU sponsored a survey evaluation of lower division education in all five "colleges" at UCB. The ARU also conducted an evaluation of Subject A, and an in-depth assessment of the undergraduate programs in Biology and Zoology.

In the previous year, the ARU produced evaluative reports on the Pre-Health Science Situation on Campus, the Departments of Art History (graduate and undergraduate) and Spanish, and a survey evaluation across seven selected departments in the humanities and all 14 life-related science programs.

ARU reports from 1974-76 include: Mathematics, Social Welfare, Political Science, Journalism, and Law and Society.

Importance of Your Response

The Undergraduate Major Program Evaluation Questionnaire, an updated version of which is enclosed, was first developed for the 1977 reviews and in the last two years has been answered by over 1000 students. The response rates to the 1977 survey of 21 upper division majors and the 1978 survey of lower division students was about 60%, which is considered fairly good (and is as good as is obtained by the University's Office of Student Affairs Research, which evaluates student services), but the higher the response rate, the more valid the results and the more likely it is that the University will recognize that students do want their input about their programs taken seriously.

For Further Information/Participation

If you would like more information on the ARU's work, or about this social science program evaluation survey, please call Jeff Koon at 642-0236. Please also call if you are interested in working on the report of the results of this evaluation. If necessary, leave a message with your phone number and the best times to call you back (we only work half-time).

Academic Review Unit
ASUC Academic Affairs Office
204 Eshleman Hall
642-0256

UNDERGRADUATE MAJOR PROGRAM EVALUATION QUESTIONNAIRE

____
Departmental/Individual
Identification Number*

1. In what department or program are you enrolled? ____________________ (1-4)
[Note: if you are enrolled in a particular plan, option, or specialization within your major program, please indicate that here and answer the questions as applied to that program, collection of courses, etc.]

____

2. Year in School: 1[ ] Freshman/woman 2[ ] Sophomore 3[ ] Junior 4[ ] Senior (5)
5[ ] Graduate 6[ ] Limited status; other

3. Including the Winter Quarter, how long have you been at UCB? 1[ ] 3 or fewer quarters (6)
2[ ] 4-6 quarters 3[ ] 7-9 quarters 4[ ] 10 or more quarters

4. School or college of attendance immediately prior to UCB: 1[ ] High school (7)
2[ ] Two-year (e.g., community) college 3[ ] Other U.C. campus
4[ ] Other university or four-year college 5[ ] Other

5. What is the highest level of education you expect to attain in the next 10 years?
1[ ] Bachelor's degree 2[ ] Teaching credential 3[ ] Master's degree (8)
4[ ] Ph.D. or higher professional degree (e.g., M.D., J.D., Ed.D., D.S.W., etc.)

6. How many upper division courses have you completed in your major program while at Berkeley? (Please include courses in other departments only if they are required for your program or specialization.)
Number of upper division courses completed in your major: ____________________ (9-10)

7. Thus far, what is your Grade Point Average for all courses you have completed at Berkeley? ____________ (11-12)

8. About how many Berkeley faculty members KNOW YOU by name or sight?
0[ ] Zero faculty members KNOW ME by name or sight 1[ ] One 2[ ] Two 3[ ] Three (13)
4[ ] Four or more faculty members KNOW ME by name or sight

9. About how many times did you have a discussion outside of the classroom with any professor, apart from study-list advising, in the last three months (excluding vacation periods)?
0[ ] None 1[ ] One or two 2[ ] Three or four 3[ ] Five or six 4[ ] Seven or more (14)

10. Sex: 1[ ] Male 2[ ] Female (15)

11. Ethnic identification: 1[ ] Black/Afro-American 2[ ] Caucasian/White 3[ ] Chicano/Mexican-American (16)
4[ ] Latino 5[ ] Chinese/Chinese-American 6[ ] Japanese/Japanese-American
7[ ] Filipino/Philippine-American 8[ ] Other Asian, Oceanic, Arab, or Iranian
9[ ] Native American (nonCaucasian) 0[ ] Decline to state

12. Where do you live while attending Berkeley? 1[ ] U.C. dormitory or other U.C. housing (17)
2[ ] Fraternity or sorority 3[ ] Cooperative housing (USCA)
4[ ] At home with parents, or with relatives 5[ ] Apartment, house, hotel
6[ ] Other; please specify: ____

13. How many units did you take in Fall 1978? 0[ ] Zero units 1[ ] 1-5 2[ ] 6-10 3[ ] 11-13 (18)
4[ ] 14-16 5[ ] 17-19 6[ ] 20-22 7[ ] 23 or more units

14. During Fall Quarter 1978, for how many hours per week were you gainfully employed? 0[ ] Zero hours per week (19)
1[ ] 1-5 2[ ] 6-10 3[ ] 11-15 4[ ] 16-20 5[ ] 21-30 6[ ] 31 or more hours per week

15. During Fall Quarter 1978, about how many hours per week did you study outside of class and lab?
0[ ] Zero hours per week 1[ ] 1-5 2[ ] 6-10 3[ ] 11-15 4[ ] 16-20 5[ ] 21-25 (20)
6[ ] 26-30 7[ ] 31-35 8[ ] 36-40 9[ ] 41 or more hours per week

16. In total, about how many departments or subject matters have you been "turned off to" as a result of your experience in taking classes at Berkeley? 0[ ] Zero 1[ ] One 2[ ] Two 3[ ] Three 4[ ] Four (21)
5[ ] Five 6[ ] Six 7[ ] Seven 8[ ] Eight 9[ ] Nine or more departments/subjects

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*The Departmental/Individual Identification Number is only to check off who has responded when questionnaires are returned (so that we don't include you in a second mailing or use two responses from any one person). After responses stop coming in, we will destroy the number code on our name list, thus rendering individual responses absolutely untraceable. See cover letter for additional details.

FACULTY, TEACHING, ADVISING

REMINDER: The word "program" in the questions below refers to the department, group major, or major plan that you indicated in Question 1 on the previous page.

GENERALLY SPEAKING, . . .

	Strongly Disagree	Disagree	In Between	Agree	Strongly Agree	Don't Know or Not Applicable	
17. The faculty and program provide enough information about career opportunities for students with a Bachelor's degree in this major.	1	2	3	4	5	0	(22)
18. The faculty and program provide enough information about graduate and professional school programs to which I might want to apply.	1	2	3	4	5	0	(23)
19. The program's system of information and advising (faculty, secretaries, catalogs, etc.) makes it easy for me to choose courses, professors, and to understand how best to meet my academic needs.	1	2	3	4	5	0	(24)
20. The program provides a good general orientation for students new to the major.	1	2	3	4	5	0	(25)
21. I have a regular faculty advisor (or otherwise know a faculty member in my program) to whom I would feel comfortable going at any time during the year.	1	2	3	4	5	0	(26)
22. Communication between faculty and students in this program is open and fairly extensive.	1	2	3	4	5	0	(27)
23. Even though I might initially have expected more contact with professors, I have been satisfied with the level of interrection I have had with them here.	1	2	3	4	5	0	(28)
24. Faculty members in this program don't really seem interested in or concerned about undergraduates.	1	2	3	4	5	0	(29)
25. At least one professor in this program knows me or my work well enough to write me a good recommendation for graduate school or a job.	1	2	3	4	5	0	(30)
26. Comments or review provided by faculty, T.A.s and readers on my midterms, papers, problem sets, experiments and class performance are usually thorough enough.	1	2	3	4	5	0	(31)
27. Grading in this program is more rigorous than in most—it is very hard to get an "A."	1	2	3	4	5	0	(32)
28. Tests given by faculty in most of my courses in this program have measured fairly accurately my knowledge of the material.	1	2	3	4	5	0	(33)
29. Faculty in my program clearly state at the outset what the courses will cover and what students need to know or do to get an "A."	1	2	3	4	5	0	(34)
30. Most of the upper division courses in the program waste a lot of class time helping the students with too little background in the subject.	1	2	3	4	5	0	(35)
31. Most of the faculty in this program are receptive to student input on class structure and content.	1	2	3	4	5	0	(36)
32. I study and learn best in an environment with competition at a level such as we have here at Berkeley.	1	2	3	4	5	0	(37)
33. I have needed further explanation or extra instruction in courses in my major, but help or a referral did not seem easy to obtain.	1	2	3	4	5	0	(38)
34. Faculty in this program show enough concern about social issues in teaching their subjects.	1	2	3	4	5	0	(39)
35. There are enough women faculty in this program.	1	2	3	4	5	0	(40)
36. There are enough ethnic minority faculty in this program.	1	2	3	4	5	0	(41)
37. Teaching by faculty in this program is challenging, of high quality, and increases my interest in the subject matter.	1	2	3	4	5	0	(42)

38. Approximately what percentage of T.A.s (upper or lower division) in your program:

A. Are knowledgeable and well-prepared in the material being taught? 1[ ] 0-20% 2[ ] 21-40% (43)
3[ ] 41-60% 4[ ] 61-80% 5[ ] 81-100% 0[ ] Don't know/not applicable

B. Are effective as teachers in leading class discussions and/or labs? 1[ ] 0-20% 2[ ] 21-40% (44)
3[ ] 41-60% 4[ ] 61-80% 5[ ] 81-100% 0[ ] Don't know/not applicable

39. Using the rating scale which follows, please complete the two sentences below by filling in the number of the response that best describes your views:

1= Much more 2= More 3= Neither more nor less 4= Less 5= Much less 0= Don't know

A. Generally speaking, faculty in this program seem to be __________ supportive of and receptive to male than female students. (45)

B. Generally speaking, faculty in this program seem to be __________ supportive of and receptive to white than ethnic minority students. (46)

PLEASE CONTINUE ON TO THE NEXT PAGE

CURRICULUM

GENERALLY SPEAKING, . . .

	Strongly Disagree	Disagree	In Between	Agree	Strongly Agree	Don't Know or Not Applicable	
40. Some of the lower division prerequisites are not really necessary for the major.	1	2	3	4	5	0	(47)
41. There are enough course plan options within the department/program to meet my specialized interests in the subject matter.	1	2	3	4	5	0	(48)
42. Advanced courses are offered in the major (or are otherwise available) in all of my areas of interest.	1	2	3	4	5	0	(49)
43. There are too many required courses for the major.	1	2	3	4	5	0	(50)
44. The courses in this program do not relate well to each other; it is hard to get a good perspective on the field.	1	2	3	4	5	0	(51)
45. The coursework in this program is interesting and challenging.	1	2	3	4	5	0	(52)
46. Scheduling of courses is poor in this program: Required courses or subjects of interest to me are offered at the same time, crowded into one or two quarters, or are not being offered this year.	1	2	3	4	5	0	(53)
47. Large lecture classes can generally provide adequate learning opportunities in this field.	1	2	3	4	5	0	(54)
48. The curriculum is structured so that all majors will have a sufficient number of small classes or seminars.	1	2	3	4	5	0	(55)
49. There are enough fieldwork, internship, group, lab, or other academic-experiential course offerings in this program, and/or credit is readily available for appropriate types of volunteer experience.	1	2	3	4	5	0	(56)
50. There is a shortage of equipment, computer facilities, supplies, or media materials for use by students in this program.	1	2	3	4	5	0	(57)
51. The program's methodology, lab, or technical courses do not provide the student with enough experience in real problem-solving and analysis.	1	2	3	4	5	0	(58)
52. The program's methodology, lab, or technical courses overemphasize traditional methodology and values or are not up-to-date.	1	2	3	4	5	0	(59)
53. Compared to work in other programs, the students in this program must do a lot of work for the number of units (credit) awarded.	1	2	3	4	5	0	(60)
54. There are enough courses available in this program which explore the contributions of the nondominant "schools of thought" (e.g., radical, conservative, futurist, traditionalist, feminist, Third World, etc.).	1	2	3	4	5	0	(61)
55. I will remember a lot of what I have learned in the program's courses for a long time to come.	1	2	3	4	5	0	(62)

STUDENTS — VIEWS, PARTICIPATION, INFLUENCES, SATISFACTION

56. I have never been notified of a meeting of a general undergraduate organization in this program.	1	2	3	4	5	0	(63)
57. The program should include undergraduates on most committees, provide an office, allow a quarterly mailing, etc., to facilitate undergraduate organizing and input.	1	2	3	4	5	0	(64)
58. I trust the faculty to take student needs and views into account in their decision-making for the program.	1	2	3	4	5	0	(65)
59. At least one form for student evaluation of teaching was distributed last quarter in each of the program's courses in which I was enrolled.	1	2	3	4	5	0	(66)
60. All faculty should occasionally use the ASUC Primer questionnaire to evaluate their larger courses and those required for the major, so that students will have access to evaluations of faculty teaching.	1	2	3	4	5	0	(67)
61. The program's office staff are generally quite helpful.	1	2	3	4	5	0	(68)
62. I have been impressed by the caliber or motivation of the other students in this major.	1	2	3	4	5	0	(69)
63. The study of this subject matter will be of permanent value in my life and/or work.	1	2	3	4	5	0	(70)

64. The proportion of women students in this program is: 1[ ] Very low 2[ ] Low 3[ ] About right (71)
4[ ] High 5[ ] Very high 0[ ] Don't know/not applicable

65. The proportion of ethnic minority students in this program is: 1[ ] Very low 2[ ] Low (72)
3[ ] About right 4[ ] High 5[ ] Very high 0[ ] Don't know/not applicable

PLEASE CONTINUE ON THE REVERSE SIDE

STUDENTS — VIEWS, PARTICIPATION, INFLUENCES, SATISFACTION
(continued)

66. To what extent are the following goals important to you, and to what extent has your major program met them?

		Very Low	Low	In Between	High	Very High	Don't Know or Not Applicable	
A. Preparation for a career:	Importance to you:	1	2	3	4	5	0	(73)
	Program's contribution:	1	2	3	4	5	0	(74)
B. Preparation for graduate or professional school:	Importance to you:	1	2	3	4	5	0	(75)
	Program's contribution:	1	2	3	4	5	0	(76)
C. Providing a broad, general, humanistic or person-centered education:	Importance to you:	1	2	3	4	5	0	(77)
	Program's contribution:	1	2	3	4	5	0	(78)
D. Providing training in critical thinking and analysis:	Importance to you:	1	2	3	4	5	0	(79)
	Program's contribution:	1	2	3	4	5	0	(80)
								(1-4)
E. Promoting social responsibility or developing skills useful in the community:	Importance to you:	1	2	3	4	5	0	(5)
	Program's contribution:	1	2	3	4	5	0	(6)
F. Gaining a thorough understanding of the subject matter:	Importance to you:	1	2	3	4	5	0	(7)
	Program's contribution:	1	2	3	4	5	0	(8)

67. Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. Using the scale which follows, please put your rating in the space provided:

1= Of very little influence   2= Somewhat influential   3= Moderately influential   4= Highly influential

A. [_____] The instructional process: classroom lectures, labs, class assignments (readings, homework, etc.), studying for exams, contact of all kinds with faculty, etc. (9)

B. [_____] Your own intellectual interests/pursuits (apart from any class assignments); your own choice of readings; etc. (10)

C. [_____] The broader University and community environment: campus and community activities of all kinds, artistic and cultural offerings, public lectures, rallies, local and ASUC politics, etc. (11)

D. [_____] Developments and issues in the international, national or state arenas; the ongoing social, political, economic and human situation. (12)

E. [_____] Interaction with peers (other students, roommates, friends, lovers, etc.) (13)

F. [_____] Your own special efforts at self-discovery or self-development (apart from those normally likely to occur through interaction with peers). (14)

G. [_____] Other personal commitments and involvements; for example, family matters, employment, a long-term leadership role or struggle with adversity, etc. (15)

68. All in all, how satisfied have you been to date with your total experience while at Berkeley?

1[ ] Very dissatisfied   2[ ] Dissatisfied   3[ ] Somewhat dissatisfied   4[ ] Neutral or mixed feelings   (16)
5[ ] Somewhat satisfied   6[ ] Satisfied   7[ ] Very satisfied
0[ ] Don't know

69. All in all, how satisfied have you been to date with your major program (faculty, teaching, advising, courses/curriculum, testing-grading, governance, etc.)?

1[ ] Very dissatisfied   2[ ] Dissatisfied   3[ ] Somewhat dissatisfied   4[ ] Neutral or mixed feelings   (17)
5[ ] Somewhat satisfied   6[ ] Satisfied   7[ ] Very satisfied
0[ ] Don't know

70. To what extent have faculty and coursework at UCB increased your motivation to pursue ideas presented in class?

1[ ] Very little   2[ ] Little   3[ ] Some   4[ ] Much   5[ ] Very much   0[ ] Don't know   (18)

71. To what extent have faculty and coursework at UCB increased your motivation to pursue your own intellectual interests, apart from University classes, grades, degrees, etc.?

1[ ] Very little   2[ ] Little   3[ ] Some   4[ ] Much   5[ ] Very much   0[ ] Don't know   (19)

THANK YOU VERY MUCH FOR YOUR HELP IN RESPONDING TO THIS SURVEY EVALUATION!!

PLEASE FEEL FREE TO ENCLOSE ADDITIONAL COMMENTS.

APPENDIX C

AFRO-AMERICAN STUDIES

0115--Added Note: It is my contention that the Afro-American Studies Department here at U.C.B. does not provide enough career counseling. They rely on the university-wide career center to do this job for them, but because the department itself does not provide their students with any marketable skills, I feel it is their duty to introduce their students to the different careers and job opportunities that may be made available to them (us) through the use of an Afro-American Studies degree in collaboration with some other degree (e.g. law, journalism, teaching, etc). Also, I feel that new students who wish to enroll in the major should be made aware that an Afro-American Studies degree does not provide one with any marketable skills. This should be done with the use of an orientation program. At present, there is none. Afro-American Studies is, at present, labeled as a "dead-end" field. It does not have to be. A little research into the successes of other Afro-American Studies graduates.

0102--None.

ANTHROPOLOGY

0203--Questions 67F & G [responses = blank]: Questions 67F & G seem unappropriate and ambiguous so I didn't reply.

--Added Note: If you really wanted additional comments you should prove [provide] more space to write them in.

0204--Question 18 [response = 3]: Indirectly.

--Question 42 [response = 2; student underlined "or are otherwise available"]: Yeah, but they don't teach all the ones they say they offer.

0206--Question 23 [response = blank; student put quotations marks on introductory phrase, "Even though I might initially have expected more contact with professors,"]: That's a bad assumption--I refuse to answer.

--Question 32 [response = blank]: What competition?

--Question 64 [response = 4; comment concerning response category 3, "About right"]: What is "right?"

0214--Question 24 [response = 2]: They seem interested--BUT--They have NO TIME!

0216--Question 52 [response = 2]: The problem is lack of methodology courses, and overemphasis of "theory" in all courses.

0227--Question 16 [response = blank]: I have only enjoyed (thoroughly) one class at Berkeley. Frequently, I have enjoyed the subject matter but the instructor proved to be a source of anxiety. (Make that 2 classes I have enjoyed.)

--Question 19 [response = 2]: What system?

--Question 22 [response = 3]: The people (usually grad students) who have a good rapport with a prof are haughty and conceited. Others feel put off by this.

--Question 27 [response = 2-3]: Some classes are much harder (more technical).

--Question 32 [response = 4]: I have children at home which makes it difficult to consistently apply myself to studying.

--Question 39B [response = blank]: I seem to be rare in the department so it's difficult to say, especially since the thought behind the dept. seems racist.

--Question 67G [response = blank]: Negative influence.

0235--Added Note: I object to such a long questionnaire which I am only filling out because I don't want to keep receiving them. I think these should be optional.[*]

0237--Question 57 [response = blank]: They already do.

0245--Added Note: It is very difficult to describe or quantify the experiences encountered in and around Berkeley. The variety and diversity provides both contrast and conflict, the effects are unmeasurable, but deeply felt.

0247--Question 27 [response = blank]: Depends on course & teacher.

--Question 29 [response = blank]: Again depends.

--Question 53 [response = blank]: Some yes, some no.

--Question 65 [response = blank]: About equal to the no. [of] ethnic students at UCB.

0254--Question 70 [response = 5]: The most challenging classes in the Anthro dept, in my opinion, were those taught by visiting faculty.

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[*] In no way was the evaluation depicted or described as compulsory.

Anthropology
(continued)

0256--Question 22 [response = 4]: If you can find one.

—Question 24 [response = 1]: He retired.

—Question 61 [response = 1]: Undergrad advisor: Very poor, incompetent, scatter-brained, inattentive, gives faulty and poor information, late, less than useless.

—Question 66A1/A2 [responses = 4,0]: Wanted general background: this suited best.

—Question 66E1/E2 [responses = 0,0]: More theory than skills.

0266--Question 8 [response = 4]: (3 of 4 are neighbors).

—Question 32 [response = 3]: I don't really become to[o] involved in the competition—I just try to do as well as I can for myself.

—Questions 35, 36 [responses = 0,3]: (What do you mean by "enough"?)

0269—Question 16 [response = 1]: English Depart.

0272—Added Note: What I do not like at Berkeley is the quarter system—too much information to be digested in such a short time!!

0274--Question 8 [response = 4]: Sight.

—Questions 17-20 [responses = 0,0,0,0]: Quest 17-20--I did most [of] my planning by myself—I did not seek any advise, so I really don't know.

—Question 31 [response = 5]: Within reason.

—Question 39A & B [responses = 5,4]: Only had 4 T.A.'s.

—Question 40 [response = 4]: Only Linguistics is unnecessary.

—Question 55 [response = 3]: I will remember How I learned it.

—Question 57 [response = blank]: They do.

0275—Question 53 [response = 4]: Reading.

BUSINESS ADMINISTRATION

0301—Question 16 [response = 2]: Sociology.

—Question 66C1/C2 [responses = blank]: This question is a farse.

—Added Note: This is a biased survey using leading questions. Please quote me.

0307—Added Note: Faculty's expectation of Bus. Ad. students high level of performance in their major is somewhat exagerated. As much as I try to ignore the competition among peers, I feel tremendous pressure especially around exam time. I am disappointed in the school as well as majority of the students because they care so about the almighty GPA. My objective of going to school has changed from really wanting to learn to simply satisfying my major requirements for graduation.

0314--Question 19 [response = 2; student circled "faculty, secretaries" and wrote "no" and drew an arrow to point at "catalogs" and wrote "never can be sufficient alone"].

—Question 40 [response = 4]: CS, English.

—Question 42 [response = 2]: Finance—not enough.

—Question 52 [response = 5; student underlined "traditional"]: Investments.

—Question 61 [response = 1]: Bad, Bad, Bad.

0322—Question 29 [response = 3]: Not always.

—Question 34 [response = 2]: What is a social issue?

—Question 58 [response = 3]: Sometimes.

—Question 67G [response = 3; student circled "struggle with adversity"]: Filling out forms twice?

—Added Note: As you noted, Bus. Ad. students like myself are very conscientious about filling out long winded and often boring forms.

However, once we have done this, we do not expect to be asked to repeat the procedure over and over again: contrary to popular opinion, we have better things to do with our time.

Therefore, while in the interest of higher education I am willing to fill out and send in a second form, I do not intend to fill these out for the rest of my life: all further missives will find a quick and easy passage to the garbage.

I hope this letter finds you well and the survey response rate up. Yours confidentially, 0322.

[Note: first response from 0322, if actually mailed, never reached the ASU.]

0323—Added Note: About the major program:

In general, the faculty in the Business Dept. have been very good. 4 out of the 5 professors I've had were intelligent and well informed and were able to pass their knowledge on to the students. They were friendly, showed a personal interest in the students, and had a sense of humor. Tests, in general, have been fair and accurately measured my understanding of the subject material. [Continued on next page.]

Business Administration
(continued)

0323—Added Note [continued]: The 5th professor, while intelligent and well meaning, wasn't all that effective. He lectured straight out of the book, and consequently was pretty boring. The T.A. was helpful though, and besides, I personally didn't care much for the subject (accounting) in the first place. Overall, the faculty are very good, and to be commended.

The administration, unfortunately, isn't up to the level of the professors. The secretaries are all quite pleasant and helpful, but the procedures they have to follow, aren't. In particular, the pre-enrollment system is terrible. First, we have to get our proposed class list approved before pre-enrolling, then after pre-enrollment, we must again get approval. And with the limited staff available, this means waits of up to an hour, merely to get a list approved, and even this doesn't assure one of getting the classes one wants. For a program that is supposedly teaching us how to be more efficient and effective managers, such inefficiency is appalling. One of my professors told me of a proposed plan to give every student $100 in funny money and then allow every student to bid for his classes, so that if you really wanted one certain class and section, you could assure it by bidding the entire $100, etc. This strikes me as a brilliant way of pre-enrolling—it would eliminate the long lines and waits, and give students a first hand experience in realistic transactions and game theory, which could only help in future years. A visiting computer science professor even volunteered to write the necessary program free of charge, but for whatever reason the department turned down the proposal. This may not be the best solution to the problem of pre-enrollment, but anything would probably be better than the present one. Even though I usually manage to time things so I miss the crowds, it's still a needless hassle, and the system should be changed.

I'd also like to see more information about possible careers and graduate schools, although I must admit I haven't been in Barrows much recently, my classes are elsewhere, and I may be missing information that is out.

While the major program itself does not provide a broad, humanistic, general education, the prerequisites for the major are quite broad, and any student who wants to can get a broad, humanities-type education or orientation if he tries. Personally, I have taken harder, more challenging courses than required, (e.g. Math 1A,B,C vs. 16A & B, Stat 20 rather than 2, Rhetoric rather than an easier English course, and more Sociology and History courses than necessary) and as a result, I feel I have a much better background in and understanding of science and the humanities than I would have otherwise. However, it is possible to slide by most of the requirements by taking easier courses. The choice is up to the individual student, as it should be, for students forced to take courses they don't [want] to will not get much out of them, and its their loss if they ignore the possibility of getting a broader education.

In spite of all the talk about how competitive the business department is and how hard it is to gain admitance, it seems to me that the standards could be even higher. Personally, I was admitted with a relatively low G.P.A. (3.3 overall, 3.4+ in prerequisites), and all of the people I know who I consider my intellectual equals or superiors are non-business majors. The competition for grades isn't that brutal, most professors do not grade on a curve, but rather give good grades to all who perform well.

About Berkeley:

I am very pleased with Berkeley as a whole. I feel I am getting a very good education here, the cultural and intellectual diversity is stimulating and enjoyable. I've met people who have become close friends, and I even have a job which I like and which pays well, enabling me to pay my own way and live comfortably as well. My experiences here at Berkeley have taught me a lot and helped me grow a great deal as a person. I am quite content here and have recommended Berkeley to both friends and relatives, and I hope this questionnaire and these comments can help make things even better.

0327—Question 29 [response = 1]: (Other than doing excellently).

—Question 64 [response = 3]: Almost 50%.

—Question 65 [response = 2]: Not that many apply.

—Question 67B [response = 1]: No time.

0339—Question 67B [response = 1]: Not much time to do them.

0340—Question 36 [response = 1]: Ha! Show me one!

—Question 43 [response = 2]: Too many breadth courses. I have had to take breadth courses when I would have rather taken more courses in the major.

—Question 55 [response = 4]: I will remember most of those things I have learned which are useful in the future.

—Question 58 [response = 3]: HA!

—Question 62 [response = 2]: As far as I can ascertain, money is the only motivation.

—Questions 64 & 65 [responses = 0,0]: The proportion of women to men students in Bus. Adm. is approximately 40-60% or 30-70%. The ratio of asian to caucasian students is approximately 33 1/3%-66 2/3%. Asian students are the only "ethnic minority."

—Questions 66C1/C2 [responses = 5,2]: Breadth requirements have forced me to take courses in areas which I have no interest and which have little relevance to the major. (I.e.: foreign languages).

—Added Note: Although the business school here on the Berkeley campus has an excellent reputation in the academic and business communities, I have found that the undergraduate program lacks depth and overemphasizes grades to the point in which learning is practically impossible.

One reason for the lack of depth, in my opinion, is the business school's demand that the student take a great number of breadth courses, many of which have little relevance to the major. In particular, I am referring to the foreign language or culture, addition[al?] social sciences, and even the physical science requirements. Had I been able to avoid taking so many general studies courses, I would have been able to take many more subjects within the major, which I will be unable to pursue due to the time restrictions. (and 195 unit restrictions). [Continued on next page.]

Business Administration
(continued)

0340--Added Note [continued]: Another reason for the lack of depth in courses is the 10-week quarter which is much too short of a period of time to cover indepth-material; only the rudimentary basics of a subject may be effectively taught in 10 weeks.

Grades and G.P.A. tend to be overemphasized in Berkeley, and especially at the business school. If midterms and finals fairly represented what a student has learned, then they would be acceptable as only ONE indicator of the student's progress and achievements in the program. However, my experience with grading procedures here has convinced me that a student's GPA does not indicate whether or not he/she will succeed in the field nor whether he/she has learned the material. Oftentimes, a test score measures the student's test-taking abilities, not his/her mastery of the material. There have been times when some scores or grades seem to have been assigned in a capricious or arbitrary manner; however these times are limited in number.

Better evaluation techniques should and must be found to find out whether a student has mastered the material or not. My recommendation would be a pass/not pass criterion for mastery of a subject material, in which the pass-criterion would be a "B" mastery or better. Hence, a student would not receive a pass in any course until he has proven himself knowledgable (at a B level) of the material. This suggestion is not as outrageous as it first appears since the U.C. pharmaceutical program passes/not passes students.

As an overall experience, UC Berkeley is an intense, demanding, and excellent university. I have found attending this school very satisfying, however much of the satisfaction arises not from the academic sector but from Berkeley itself, with its lively and diversified peoples.

Please feel free to quote if anything I've said is useful. Also feel free to correct the English as it is sadly lacking from non-use.

0349--Added Note: This questionnaire is useless. Each question had many components of which I had different feelings. So you should file this accordingly--the circular file.

0354--Question 29 [response = 2]: They may state what is to be covered, but not exactly what is needed.

--Question 37 [response = 3]: Sometimes not so high in quality.

--Question 51 [response = 4]: Use up-to-date methods, but don't apply them often enough.

--Question 54 [response = 1]: Try monetarist vs. Keynesian.

--Question 65 [response = 2]: Almost no blacks.

--Question 69 [response = 5; student underlined "advising" and wrote "sucks" adjacent to it].

0362--Question 24 [response = 2]: Depends on the individual, most care.

--Question 27 [response = 3]: I don't know much about other majors.

--Question 57 [response = 1, coded as blank because of comment]: Already does!

--Question 60 [response = 0]: Their own sys. in operation.

--Question 64 [response = 2]: 31% women.

--Question 66C1/C2 [responses = 5,3]: This could be achieved on your own through your dealings with your peers.

--Question 66E1/E2 [responses = 4,3]: One course aims at this topic, BA 111--no others.

0368--Question 43 [response = 2]: Too many and limited breadth requirements.

CONSERVATION OF NATURAL RESOURCES

0405--Question 22 [response = 5]: Very good--only problem is not enough faculty.

--Question 36 [response = 2]: We have only 3 faculty members--all women.

--Question 37 [response = 5]: Faculty members are all very stimulating.

--Question 58 [response = 0]: This has never come up since students participate fully.

--Question 68 [response = 6]: Most of my experience has been within my major and area of interest--Very little other contact.

0408--Added Note: Chemistry classes at this school are cold, indifferent, uncaring, rigidly structured and could care less if you live or die.

0410--Question 27 [response = 1]: In science classes. [Meaning??]

--Question 29 [response = 1]: In any case.

--Question 34 [response = 5]: In social science type classes.

--Question 37 [response = 3]: It really varies, in some cases I agree, others I disagree.

--Question 53 [response = 4]: In science courses, otherwise the workload is fine.

--Question 66A2 [response = 4]: Hopefully. But I don't have direct experience.

--Question 70 [response = 4]: This is limited to time available.

0411--Question 23 [response = blank]: A bad question--isn't it possible to have expected less contact? This question could have been phrased better--seems to have a bias.

--Added Note: CNR is an interdisciplinary major, this questionnaire seems to be directed toward more conventional majors where most of the work is done in a single department.

Conservation of Natural Resources
(continued)

0414--Added Note: I have taken many courses outside of my department many of which are overly competitive and too factory like.

0415--Question 36 (response = 2): Students are launching a major effort to recruit more third world students and faculty. Natural resources have traditionally been a white-dominated field. Some students are non-white, most faculty are white. CNR is making honest strides in this direction, due to heavy student involvement in faculty selection and hiring. For example 2 new faculty are progressive women.

--Question 43 (response = 3): One must complete, in addition to all sorts of breadth requirements, at least 10 upper division "area of interest" courses to graduate. I feel this is somewhat of a bureaucratic imposition on the major - they should only require 5-7 such classes.

--Question 53 (response = 3): Same amount.

--Question 54 (response = 4): Still, need more, especially on minorities issues.

--Question 60 (response = 4): But Primer doesn't evaluate enough classes.

--Question 62 (response = 5): Very creative, self-motivated, progressive people. Some are quite talented.

--Question 65 (response = 1): I think it's even lower than overall U.C. ethnic minority representation.

--Question 68 (response = 4): Mixture of great satisfactions, disappointments, achievements, "Failures", changes in my goals, etc.

--Added Note:

1. Advising in CNR is very weak. One of the new faculty hirees is trying to set up a peer-group advising system. This hasn't happened yet. Most faculty who advise are pressed for time, too specific for the more general, interdisciplinary students they advise, and a few are outright hostile to CNR as a legitimate major. But I'd like to stress that there are many warm, concerned, helpful faculty connected with students in this major. Of special note is Alan Miller.

2. CNR falls victim, to a much lesser degree than most UC majors, to two university and country-wide phenomena: 1) careerism - of the sort where elitist competition overrules cooperation, and 2) bureaucratic hostility to student power initiatives.

Of these, #1 is well dealt-with in CNR. The students are well-organized, and along with many faculty, encourage cooperation and sharing of experiences and ideas to a much higher degree than most UCB majors. A lot has been done to mitigate careerism. There is a lot of room for designing careers more suited to the individual's interests. There is also a lot of extra-curricular programming and communication of education/political events, such as the very successful Community Resources lecture series this quarter sponsored with the Municipal Lobby and SUPERB.

#2 is a problem - the College of Natural Resources, some faculty, and some staff seem resentful of "uppity" CNR students taking control of their education. There is always this tension, because CNR evolved as a very innovative, interdisciplinary major. It still maintains its identity, and students have gone far in demonstrating their ability to participate in or make many crucial decisions about their program. Needless to say, UC is not structured this way, and there is some ongoing office-versus-CNR student tension. At this time, the students seem to be pretty much on top of things, and have resisted pressures to become more narrow, competitive, and professionalistic. There's a strong creative, socially repsonsible ethic in the Student Organization.

3) The basic problem with all "education" at UC is its seperation of students from social responsibility in the campus and wider community; its seperation of career goals from non-career oriented but relevant, creative pursuits, and its active, often overtly repressive hindrance of sincere student efforts to organize. Majors that launch open dialogue in a serious way, majors where students are organized and political (and sometimes non-white), majors that become interdisciplinary, innovating, and non-careerist - are always subject to defunding, de-legitimation, credibility attacks, and other harassment from the UC administration. It is the class interests of the administration, regents, and some faculty, versus the needs of the campus community and the wider community that are at the basis of most UC's conflicts, and that are the root of student dissatisfaction and alienation from the often one-sided "educational" process. STUDENT POWER NOW!

0420--Added Note: This questionnaire confuses objective and subjective criteria often causing apparent contradictions in positions on quality of a program. It assumes that one person answering the questionnaire makes no distinction between the major or department(s) her or she is enrolled in and the UCB campus such as L & S or other colleges. Perhaps open discussion could reveal more than statistical data.

0421--Question 68 (response = 4; student circled "mixed"): Because I have had tremendous growing experience here, but there are a lot of things I don't like about Berkeley and which may have contributed to some depression.

0438--Questions 50, 57 (responses = 4, 5): The CNR Student Organization is open to all CNR students and it seems to do good work. The students within the organization seem to know each other very well, some are roommates, many employ the same "buzz" words... The Organization is a very tightly knit entity. While this is not bad in itself or intentional, this has discouraged many CNR students, in my opinion, from becoming involved with the group. This is because one often feels that he/she is intruding or "doesn't belong". I've found this to be the case with myself and 3 or 4 other CNR students. I really have no suggestions for how to deal with this and maintain a tight sense of community within the major, but I definitely think that it is a problem.

0439--Added Note: CNR is an interdisciplinary program, so I have taken many courses in other departments and therefore know little about most of those actually given in the CNR program. On the whole I think the CNR program is excellent and it is far more appealing to me than most other programs at UC.

I have become cynical about universities as institutions. Emphasis is not on personal fulfillment but rather is much more on scooping students up into mainstream directions, i.e., law, medicine, business,... I am cynical about how much of the mass movement in these directions is due to student's free will. I think universities to too large an extent create goals that suit the interests of big corporations and the conservative elements in this country. I think much more emphasis should be placed on students taking on more responsibility and thought in the directions they follow.

Conservation of Natural Resources
(continued)

0439--Added Note (continued): At U.C. more communication is needed between students and teachers and all ways of enhancing this should be implemented.

There should be a much greater representation of minority students and teachers at the university. I believe strongly in affirmative action.

The university should have no ties whatsoever with the production of nuclear weapons. The pentagon should have no influence over the university. The fact that the university is the major producer, and researcher in nuclear weapons is something I condemn the regents, and all other people involved, for.

0442—Question 57 (response = 0): The program already does almost all of these things except a CNR student lounge would be helpful.

—Question 68 (response = 6): I think I am satisfied because of the CNR program. There are parts of my experience with the university that I am very dissatisfied with.

0446—Question 55 (response = 2): About 10%, I believe.

—Question 62 (response = 3): Runs the gamut.

—Question 65 (response = 1): In all programs at U.C.B.

—Question 69 (response = 7): Some let-downs, but some highs.

0450—Added Note: Actually there is no program. Holocynictic, Man!

0455—Question 57 (response = 5): It does.

0464—Added Note: Although the CNR Program is specifically designed to allow a broad educational experience, I feel it's major shortcoming is that I wasn't adequately encouraged to define my area of interest. I think it is extremely important for student advisors to spend time with their students in the discussion of how individual courses relate to the students area of interest.

0470—Question 57 (response = 0): It does.

0473—Added Note: I am in CNR but I mostly take clases in the Forestry Department so these ratings apply more to that department.

—Question 49 (response = 4; unpunched): CNR.

—Question 57 (response = 5; unpunched): CNR - it does.

DEVELOPMENT STUDIES

0505—Question 35 (response = 2): None.

—Question 57 (response = 0): Already do.

0507—Added Note: This questionnaire is not very applicable to group major programs. Also, there are a number of people—like me—who are not "gainfully" employed but who have family responsibilities that severely impinge on study time.

0510—Question 16 (response = blank): What constitutes being turned off?

—Question 57 (response = blank): It is an undergrad program.

—Question 67B, F (responses = 2, 3): This being an interdisciplinary program, my own pursuits largely coincide with classroom pursuits.

0513—Question 36 (response = 0; student put quotation marks around "ethnic minority" and added a question mark at the end of the sentence.)

—Question 46 (response = 5): Hard to do in an interdisciplinary major...

—Question 61 (response = 5): !!!

—Question 65 (response = 3): This is the wrong term: implies a value judgement.

—Added Note: Confusing terms in Questions 36, 65. Otherwise extremely well done questionnaire (and I know how hard that is!!)

0514—Added Note: The Development Studies major is certainly one of the most excellent at Berkeley. Students in the major have one of the highest ratios of student-faculty contact. The faculty is superb and concerned, indicated by their availability and attendance at our quarterly student-faculty get togethers. Of extreme import is the fact that this major can prove the success of an interdisciplinary education. This philosophy of education is not dead or dying at Berkeley as some predicted with the demise of DIGS. I feel very lucky to have found my niche at Berkeley; in a small, diverse major characterised by an excellent and frequently progressive faculty.

0516—Added Note: I was once idealistic when I began as a freshman. I am now cynical and despondent. I want my degree and just leave. Berkeley no longer teaches, it turns out students with diplomas and empty heads. Everyone wants a job, too much competition. Noone wants to learn anymore.

Development Studies
(continued)

0526--Question 68 (response = 1; student drew an arrow referring back to Question 67F with the comment of "No Time For".)

0535--Question 59 (response = 2): Only one out the four classes of Winter 1978-79.

0539—Added Note: Since mine is a group major there is less control over quality of teachers and classes then might otherwise be the case. The goals, association and curriculum (generally), are of superior quality, though some particular classes and professors were of lower caliber than I had hoped/expected.

0542—Question 68 (response = 7): But at one time so dissatisfied I dropped out.

—Question 71 (response = blank): One teacher immensely; most not much.

0546—Question 35 (response = 1): (emphatically) - There are 0.

—Question 36 (response = 1): (Third World faculty is not included here.)

—Question 39B (response = 0): There are very few anyway; this question almost does not apply.

—Question 68 (response = 4; student circled "mixed feelings")

—Question 69 (response = 4; student circled "mixed feelings")

—Added Note: This is just to clarify my feelings about some of the general areas you've asked about, especially my "mixed feelings."

In general I've felt that faculty/teaching/advising at Berkeley has been the weakest aspect of my experience here. Some professors are simply not good teachers, and I accept that. I just don't like it if they DON'T CARE. It's happened in a little less than half my classes here, and the good professors are very good, but even a few bad ones are bad. In advising in Development Studies I frankly think Prof. Das Gupta doesn't deserve as much credit as Susan and Rolf (office staff). They were my advisors, anyway.

In the curriculum, the only thing I've felt was missing was a link, something to bring together the ideas from all these other departments whose courses we take. This major could really use a senior seminar. It could also offer us a little more of a chance to find internships in local agencies doing development research or something. It's otherwise a very rich, flexible program, especially in presenting "other" perspectives.

On the university's overall influence on my "growth and learning", I'd like to note that Ethnic Studies was very,very,very important. It's important to have classes that don't generalize people into some mainstream that doesn't really exist. One gets tired of mentally correcting assumptions and omissions some classes make (i.e., the way they teach history here...). Ethnic Studies is very good for "overall growth and learning".

0551—Question 41 (response = 1): My area of specialty is the Pacific (South Pacific Islands). Only two courses available in the whole university.

—Question 57 (response = 0): It already does.

—Question 66F (responses = 5,3): My program is to diversified for thorough understanding of any one subject.

—Added Note: There should be a question: T.A.'s grade your papers as fairly as professors, overall. VERY IMPORTANT, As follows: I have acquired my education at Berkeley as in a vacuum, with little interaction with faculty or peers, and no one to bounce ideas off of. I am 40, have a home to run and commute so I can't blame it all on U.C. However, it would have been nice to be able to talk more with my professors, who aren't available because of UC's "publish or perish" policies.

ECONOMICS

0602—Added Note: The meaning of Influence in question 67 should be explained. It is misleading to me!! In some questions influence is positive and in other questions it's negative.

0605—Added Note: There is a definite need for more emphasis on undergraduate program; graduates appear to have a monopoly.

0607--Added Note: My biggest complaint about U.C. Berkeley is the teaching of too much theory without enough emphasis on more practical problems. I have found in talking with professors that too many tend to take the attitude that they don't want to be bothered by such trivial matters as the "real world". However, I am still convinced that this is one of the few universities in the world where I could get the same breadth and quality in my education.

0608—Question 59 (response = 5): All econ classes

—Question 68 (response = 7): I think Berkeley is a fantastic school, but has its shortcomings and could be better - it needs more personal interaction by teachers with students.

0611—Question 26 (response = 1): TA's don't care! Usually comments are negative and cryptic.

—Question 34 (response = 4): Current events are usually ignored though.

—Question 53 (response = 1): Econ is very easy. The less work per unit of any other department I've taken courses in.

Economics
(continued)

0616—Question 65 (response = blank): High for Asians, low for all others.

0622—Question 21 (response = 2): All the faculty members I know are outside my department.

0626—Question 39A, B (response = 1,1): (i.e. - they are for the most part racist/sexist).

0634—Question 34 (response = 1): That most faculty members in this program do not show enough concern about social issues in teaching their subjects cannot be emphasized enough. A Professor should not spend the entirity of the class time for a course leading students through the details of the course reading material. Such details should be up to the student to grasp by doing the readings and consulting the professor during his office hours. The Professor's greatest contribution to our "liberal arts" education would be to show the relevance (or irrelevance) of the particular course's material to current local, national, or international issues. If a student does take up a career that involves the specific material covered in an undergraduate course, he will at least be aware of the broader social issues involved in his work rather than being completely immersed in the narrow details of his field. This situation particularly disturbs me for the majority of the course work covered in the Business Administration courses, and for much of the theoretical course work covered in the Economics course.

0640—Question 55 (response = 1): To much garbage is covered. Need to evaluate current real world problems.

—Question 63 (response = 4): Could be made much better. Analytical skills are not developed enough.

0645—Added Note: I am not in school and it has been a long time since I took economics courses intensively here. My problem with this questionnaire is that I have discovered that my interests lie outside the field of economics (in art and psychology) but that I had to many units to switch my major. At present, economics is of minimal importance to me.

0647—Question 30 (response = 3): Calculus should be required for all upper division courses.

—Question 46 (response = 3; student underlined "or are not being offered this year"): Some.

0649—Added Note: A major problem with the University as a whole is the high student/faculty ratio. Classes are frequently too large, or because of limits on enrollment or sections offered, not available to non-majors. I tried to take courses in several departments—Journalism, Art, English—but only majors were being admitted and they are letting in 700 more students next year!

0659—Question 47 (response = 1; student circled the whole question): Very, Very strongly disagree!

0663—Added Note: My experience in the department has been either hot or cold. The subjects that professors choose to pursue and the manner in which they present the material is in the majority of the cases, somewhat disappointing. However, I still find the courses interesting even though they were not as interesting as possible.

0666—Question 50 (response = 4): TA's.

0670—Question 53 (response = 4): It varies.

0673—Question 35, 36 (responses = 0, 0): Enough for what?

—Question 38A, B (responses = 5, 5): Have taken seven econ classes, but only two had T.A.'s

—Question 47 (response = 4): Key word is "adequate". Smaller classes would be much better.

—Question 60 (response = 5): Dept makes copies of results of previous quarter's evaluations to all students at dept. office.

—Question 64 (response = 3): ? Poorly phrased question—"About right"—right for what? Should have asked approximately proportional to student body as a whole.

—Question 66C (responses = 4, 4): Jeff, had you considered operationalizing a few of these terms? What the hell is a "person-centered education"?

—Question 66E (responses = 0, 0): Again vague question, but none of my professors has done a lecture on the economics of divestment if that helps any.

01604—Question 8 (response = 1): Only because it's a small class I'm taking this quarter.

—Question 38B (response = 4): Most of the foreign faculty or T.A.'s I've had weren't very good. They are difficult to understand (English) and don't explain things clearly.

—Question 45 (response = 5; student underlined challenging): Very.

—Question 53 (response = 3): Most econ classes are 4 units. Reading workloads and problem sets should make them 5 units.

—Question 55 (response = 2): They give you so much material that if you don't constantly use it, you'll forget it.

—Question 69 (responses = 4, 6): The course of study is difficult, but for me its a challenge.

—Added Note: I find most of the classes too large and the professors don't make much of an effort to personally get to know students, but this is not just in my department, the whole university is structured this way.

GEOGRAPHY

0701—Question 8 (response = 2): Geography professors very accessible, my choice not to deal with them.

—Question 25 (response = 1): My choice professors are available. [?—response seems erroneous.]

—Question 35, 36 (response = 0, 0): Sex or race of professor irrelevant if they are good.

0710—Question 32 (response = blank): I can compete - but don't need to - to do well.

—Question 33 (responses = 2, 5; student circled "I have need further explanation or extra instruction in courses in my major" and gave it a response of 2 and circled "But help or a referral did not seem easy to obtain" and gave it a response of 5): 2 points in this question. [Response punched= blank.]

—Questions 35, 36 (responses = blank): The faculty seems qualified.

—Question 39A (response = 3): I don't expect to be discriminated against.

—Question 39B (response = 3): Geographers are by nature receptive to all cultures.

—Question 55 (response = 3): Mostly will be assimilated for decision making.

—Question 57 (response = 5; student circled "should"): Program does. Badly worded question.

—Question 67G (response = 4; student underlined "family matters" and "leadership role or struggle with adversity"): Have been my biggest disadvantage.

—Added Note: If I were still an Art History Major this questionnaire would be extremely negative. My grades were high (earned) but the department is tight, offers no faculty/student concern and the aides are sadistic Simon Legrees - usually unco-ordinated with Professors.
My only criticism so far of the Geography Department is that some courses should state pre-requisites which are really necessary. For example: Cartograph (Drafting-Art), Minerology (Physics).

0712—Question 28 (response = 3): Wide fluctuation for #28.

—Question 37 (response = 3): Again, wide fluctuation for #37.

0739—Added Note: 1. These questions should be course specific—too general. 2. While I enjoy geography greatly the program is someone atrophied by old disinterested professors, all from a similar (white middle class) background. It lacks controversy of any sort and encourages apathy among students.

0741—Question 39B (response = 4): 3rd world students are more supported, listened to and encouraged in this dept.

0744—Question 29 (response = 3): Good on stating what course will cover, but not on what will get an "A".

—Question 40 (response = 4): But are much more helpful, I think, especially for getting higher grades.

—Question 57 (response = 5): And it does.

—Added Note: As evidenced by my comments, I hold a high regard for the Geography department here. While all my classes have not been of supreme caliber, all the professors and fellow geographers have proved to be stimulating and encouraging—both themselves and for each other. It is a small group but there is a high standard of scholarship, without massive competition; a fine balance.

0747—Question 68 (response = 3): Much too competitive.

0748—Questions 35, 36 (responses = blank): Statements like these mean nothing to me—I can't make a judgment based upon such criteria.

—Question 47 (response = 4): Depends on professor and, as compared with any lecture class—yes.

0750—Question 29 (response = 3): (I assume that a student needs to understand the material to do well, and further discussion of grades wastes time.)

—Question 32 (response = blank): I think I learn more from and with the caliber of students at Berkeley, and believe myself fortunate to belong to a department in which cooperation is more apparent than competition.

—Question 45 (response = 3): Some is, but too many professors feel that undergraduates don't know enough to write good papers, consequently too few are assigned. Your basic vicious circle.

—Question 68 (response = 6): This is the only place I've gone to school, so I don't know if I can compare my experience with what it might have been elsewhere, but if this is amongst the best universities, I don't think I would have been satisfied elsewhere.

0751—Added Note: Several of the faculty in the department are excellent and deserve high praise...unfortunately, others in the department are genuine BIMBO'S...they put the BO- in BOZO.

0753—Questions 34, 35, 36 (responses = 4, 3, 2; student circled "enough" is all three questions): I think an effort is made on all 3 counts—but it should intensify further.

—Question 38A, B (responses = 3, 2): Based on very limited experience with approximately 4 T.A.'s.

—Question 40 (response = 3): There should be alternatives, even though the prerequisites are o.k.

—Question 43 (response = 3): Not too many, but there should be more options.

—Question 47 (response = 3; student underlined "adequate"): But only adequate.

—Question 48 (response = 3; student underlined "sufficient"): Just adequate.

—Question 64 (response = 3): It's improving.

—Question 65 (response = 2): (Mostly Asian—few Blacks, Chicanos, Native Americans—but I think the problem may be in secondary school presentation of geography turning them off.)

—Question 67G (response = 4; student put parenthesis around "struggle with adversity"): What else is there?

GEOGRAPHY
(continued)

0753—Added Note: With regards to questions 40 through 55; The curriculum is not as mediocre as all these 3's would indicate. Geography is an exceptionally broad field. For the department to do much more, somebody will have to put up some more money.

0757—Added Note: My only gripe: my department and it's teachers are a bit insulated from the world, a typical academic dilemma. There is an unspoken distance between students (undergrad) and professors, probably caused by the sheer number of students, and not snobbery.

0759—Added Note: I think I should mention that I took part in UC's junior year abroad so that I will have (at the end of June 1979) been active in my department for only one full school year. This could explain my optimism of my major program whereas if I had been in the department for 2 years I would have had the chance to take more courses and be better able to evaluate the major.

0764—Question 22 (response = 1): The professors look down upon undergrads.

—Question 38A (response = 3): Some TA specialize in Geography and they are teaching other aspects than their own.

—Question 46 (response = 5): 10 classes required offered in Winter. 1 class offered in Spring.

—Question 49 (response = 2): Need more field work and practical experience.

0768—Question 23 (response = 5; student drew a line through "Even though I might initially have expected more contact with professors,"); I interact a lot with my professors.

—Question 27 (response = 5): But very easy to get a B.

—Question 36 (response = 3): Very small faculty.

—Question 38B (response = 3): Some are excellent—some not so hot.

—Question 67F (response = blank): Not undertaken.

—Added Note: Professors in the Geography Department are quite accessible. But, as in all departments, the student must make an effort to establish a teacher-student relationship. I have done so, and the benefits to me have been great.

0770—Question 67 (response = 3): Not enough time for outside reading.

0773—Question 16 (response = 2): Physics and Geology.

—Question 42 (response = 4; student circled "or are otherwise available"): Not in the dept., but on campus i.e., CE107, For 102, Mil Sci 431.

—Question 51 (response = 0): Have not yet taken it. Rumor has it that it depends on the prof.

—Question 57 (response = 4): Already has all these.

—Question 61 (response = 5): Natalia's the Greatest!! Peggy, Too!!

—Question 63 (response = 5): This discipline allows a student to learn about people and the environment they live in; this is priceless and will always be of use.

—Question 67C (response = 4; student underlined "artistic" and "rallies"): Cal Spirit mostly, Caleidoscope, UCRC, Football.

—Question 67D (response = 1): Who cares—that's the outside world—we're not there yet.

—Question 67F (response = 4; student underlined "self-discovery or self-development"): Especially these, I'm 2 years younger than most other Jrs. (I skipped 2 years of elementary school.)

0774—Question 29 (response = 3): Not a faculty policy. Depends on professor.

—Question 35 (response = 1): There are none (permanent).

—Question 38A, B (responses = 4, 0): Hard to know—no sections in most classes.

—Question 49 (response = 4): The intership program is not extensive enough/does not have enough faculty committment.

—Question 57 (response = 5): Does—on the undergrad's initiative though.

—Question 58 (response = 2): This faculty is more concerned with graduates.

—Question 59 (response = 5): And the faculty has taken active interest as seen in dept. questionnaire.

—Question 62 (response = 3): Some of them—others don't impress me.

—Question 66C (responses = 5, 4): This is an ambiguous question if you say "providing broad, general humanistic education ":

—Question 66F (responses = 5, 3): Or a workable knowledge—but I feel this is difficult given the diversity of areas in the discipline and the quarter system.

—Question 69 (response = 6; student drew a line through "advising" and "curriculum"): Dissatisfied with testing, advising, narrowness of certain aspects of the curriculum and absence of seminars.

—Added Note: This evaluation lumped too many different things together in the same questions—brevity at the expense of quality. Small department with warm, helpful atmosphere which has weekly colloqium. Sometimes difficult to get hold of professors. Major criticism—not enough stimulation in terms of seminars or field expeditions—which I consider to be very important in a broad, diverse and world-oriented discipline like geography.

LINGUISTICS

0812—Added Note: The Ling. department has very sophisticated people involved. We don't notice racial differences much less make allowances for or discriminate against them.

0818—Question 27 (response = 0): Don't know about other programs.

—Question 29 (response = 2): It is good because the goal is to learn, not to play little games with grades.

—Questions 34, 35, 36 (responses = blanks): Not important.

—Question 39A, B (responses = blanks): Not important.

—Question 64 (response = blank): Not important.

—Question 65 (response = blank): All relative; nothing can be judged by this question except my bias/non-bias.

—Question 66E (responses= 0, 0; student circled "social responsibility"): If you don't have it by college, forget it.

0823—Question 67B (response = 1): I don't have time for outside pursuits—no pleasure reading.

0828—Added Note: It may be important to note that I entered the Linguistics department knowing I would never do graduate work in Linguistics. As a pre-law student with an interest in language in general and background in several foreign languages, I chose Linguistics. The law school does not recommend any particular undergraduate program, and I thought that the study of language would be appropriate for later study of law. I was disappointed in this respect, however, for I found in the department a program with emphasis on quantitative, scientific, and theoretical aspects of phonetics, semantics, and syntax. There is no study of applied semantics; something more relevant to legal applications.

Although I found all my coursework in Linguistics interesting, I did not find what I was looking for, which may actually lie somewhere between Linguistics, Rhetoric, and the departments offering specific languages in which I am interested. (Such, in fact, is the line of courses I have since pursued.)

0834—Question 16 (response = 1): Spanish Department!!! In my opinion, Spanish Department is the worst on campus.

—Added Note: Linguistics Department and Computer Science Department are first-rate, wonderful!!! Do not think statistical evaluation of women and minority participation in majors is a valid criterion of departments in any way.

0837—Question 35 (response = 0): What's enough? Qualified is what's important!

0848—Questions 35, 36, 37 (responses = blanks): Stupid.

—Question 39A, B (responses = 3, 3): Stupid.

—Question 54 (response = blank): Stupid

—Question 57 (response = 1): They already do.

—Question 60 (response = blank): Unclear question.

—Added Note: Your biases are a bit too obvious in questions like 66E, 67C, 52, 54, 23, 39. Granted student feelings in this area are important, you lead students to an anti-administration response. I think you should ask how much we value your "social responsibilities" first.

0853—Added Note: The Linguistics department is hard to evaluate overall. There are some really lousy teachers, a few of whom are quite good on a small group or one-to-one level but not so good in larger groups. My classes in this department have had enrollment of between 4 and 75 students. The smaller classes have definitely been the best learning experiences.

The introductory course can be quite good depending on the instructor. Of the other courses required for the major, one I know nothing about, one is a boring subject, and one has an incompetent teacher. It's too bad there are so many pitfalls to the prospective major, since most of the non-required courses are interesting, and all the instructors I have had are better in smaller courses where their special interests lie than in introductory courses.

I only know one of the department's advisors, but as far as I'm concerned, he may as well not exist. Except for the major requirements, which I know already from the catalogue and department notes, he tells me something entirely different every time I go in to see him.

0856—Question 55 (response = 5): I should hope so, considering that I plan to get a PhD in it...

0858—Question 33 (response = 3): Some professors yes. Some professors no.

—Question 39B (response = 3): But I've seen many instances where faculty, T.A.'s, office personnel and even other students have leaned over backward for a very few Black women students in the department.

—Question 40 (response = 1): Matter of fact there could be at least 1 more.

—Question 41 (response = 0; student underlined "course plan options"): Didn't know they existed.

—Question 42 (response = 5): Grad classes.

—Question 43 (response = 1): Just right.

—Question 55 (response = 4): Well I hope so—who knows??

—Question 58 (response = 2; student underlined "trust the faculty" and "to take student needs and views into account"): Are you serious?

—Question 65 (response = 3): But there aren't many.

—Question 68 (response = 7): I absolutely loved the entire ordeal.

LINGUISTICS
(continued)

0864—Question 17 (response = 2): But there aren't any career opportunities.

—Added Note: The main problem in the Linguistics department: graduate students take undergraduate classes, and the professor's make no distinction; i.e., undergrads are expected to compete with grads. This is unfair.

0867—Added Note: Administrative bureaucracy at Berkeley is a major hindrance to accomplishing educational goals, when what it should do is to facilitate them. All procedures are designed to require maximum time (of both students and staff) and to produce maximum aggravation. Specific instances:

1. Insufficient enrollment cards in reg. packet, necessitating 2-hours wait.
2. Insufficient books ordered for classes.
3. Pre-enrollment system.
4. High rate of bureaucratic errors in Library fines, lost records in Admissions Office, miscalculations in L & S lists.

Faculty members generally have no time for nor interest in undergraduates because they are overloaded. They have too many students in each and may need more secretarial/clerk support as well.

0868—Question 11 (response = 2): Why Chicano/Mexican American and Latino, but no Hispanic/Iberian; why has European cultures/ethnic-groups been lumped under Caucasian/white? Why Native Americans (nonCaucasian) since Amerinds came to this continent just as Europeans did, altho centuries earlier, and did not spring from the soil? Given your arbitrary criteria, I would classify myself as WIRC (White Italo-American Roman Catholic).

—Question 16 (response = 2): Historical-Comparative Linguistics which is the subfield of Linguistics in which I am interested; the Ling. Dept. at UCB have very strong ideas about what is Linguistic... My subfield is ignored, not really to bad since I supplement most my studies with independent research, or at worse, I am told by profs that it is an obsolete one, and basically I'm wasting my time...

Also I did have a interest in Semiotics, which seems to be enjoying a heyday in Europe and all parts of academic America outside of UCB, which was instantly crushed... My intellect was also made suspect by having ever entertained these heretical thoughts during class time discussions...

—Question 22 (response = 4): Subject of course to the material discussed and its relation to the instructor's personal bias...

—Question 27 (response = 4): As long as it remains within accepted norms...

—Question 35 (response = blank): "There are enough women faculty in this program." Really, how is anyone qualified to answer this question/proposition, whall we reduce all qualifications for a job at UCB to a quota system? I suggest that such questions be removed from future questionnaires as "obscene or irrelevant."

—Question 36 (response = blank): Replace women with ethnic minorities, give me a definition of ethnic minority (or women) what do you mean by enough? Are there enough WASPs in the gov't of South Africa we should ask those blacks suffering under their rule...

—Question 39A, B (responses = 0, 0): Provocative, ain't it?

—Question 52 (response = 1): Ultra modern, in fact Linguistics is viewed as not having existed before 1959 (B.C. = Before Chomsky, the major deity of the religious at UCB).

—Question 62 (response = 5): Lemmings...

—Question 64 (response = blank): I would say that the women-men proportion is 50-50.

—Question 65 (response = blank): My objections on this touchy area should by now be familiar to the reader if same has not thrown these remarks away...there are to my knowledge: 1 Alsatian, 2/+ Swabians, 2 Italians, 1 Persian, many East Coast People, 1 Amerind, 1 Serbo-Croat, a couple of Scandinavians out of perhaps 75-100 students; the others are unclassified null-ethnicos.

—Added Note: Actually my responses are not meant as flippant, or semi-humorous, but are indicative of the merits of my "program". I believe that all told the experience I have gained at UCB to be very important for my life to come in the "real world" but I also feel I should point out what I view as certain inadequacies in the educational system of the USA if not the World.

I thank you for giving me the chance of expressing myself, and hope I have made a friend in the reader (you out there, distanced by paper, ink, time space) instead of an enemy owing to my polemic attitude... I hope I've been helpful...

—Question 38A (response = 0): I've had experience with 2—one was great, one was lousy.

—Question 38B (response = 0): One was better than the teacher, one was totally inept.

—Question 39B (response = 3): That is, as long as they speak English well. Non-Native speakers of English have a harder time and are given a harder time.

—Question 40 (response = 1): There's only one lower division course!

—Question 46 (response = 5): I took some out of sequence and that's not unusual.

—Question 47 (response = 4): With good sections and T.A.'s.

—Question 49 (response = 2): The department like the whole University is against anything too practical.

—Question 60 (response = 4): It's really kinda pointless tho—if only one guy's teaching and you gotta take the class...

—Question 61 (response = 4): We try.

—Question 66A (responses = 4, 2): It's important to me, but I had no illusions—I knew it wasn't a practical field.

—Question 66B (responses = 0, 0): I won't be in the same field as a grad.

POLITICAL ECONOMY OF INDUSTRIAL SOCIETIES

0911—Question 64, 65 (responses = 0, 0): What proportion is right?

0940—Question 49 (response = 1): Unfortunately there is absolutely no provision for experiential learning.

—Question 51 (response = 2): In this case methodology = economic theory.

—Question 52 (response = 5): Not enough radical/Marxist econ or politics.

—Question 56 (response = 4): Once only, and by the time it came in the mail, it was over.

—Added Note: 1. Regardless of the Program, if it is a department or major or group you can rest assured if it is in L & S and if it caters to undergraduates it will be pretty poor. This is not because there is fault with the program itself, but because undergrads in L & S are virtually ignored and treated as imbeciles by the faculty. Until a professor gets to know one personally, a student is given 5 minutes of each office hour, while graduate students are given any and all time, including undergraduates alloted hours. All in all, program coordination is not at fault, it is the apathy of the teaching staff with regards to their present, past and prospective students.

2. My particular program, P.E.I.S., is way too onesided. Political Economy by definition should deal with alternative systems, social, economic and political. Still, however, UCB caters almost exclusively to neoclassical economics, democrat. industrial national politics. Alternatives must be taught if PEIS is to fulfill its role.

0975—Added Note: I just want to get a degree and get out. And lately the degree is losing importance.

POLITICAL ECONOMY OF NATURAL RESOURCES

1004—Question 38A (response = 2): There are some good T.A.'s who help out a lot. T.A.'s shouldn't be given much grading authority.

—Question 56 (response = 5): There is none.

1017—Question 34 (response = 3): Some show a lot of concern, others seem oblivious.

—Question 46 (response = 4; student circled "offered at the same time" and "or are not being offered this year")

—Question 47 (response = 4): Although classes are rarely more than 100 people.

—Question 54 (response = 4): Especially since we have many course options.

—Question 56 (response = 4): Not personally.

—Question 57 (response = 5; student underlined "allow a quarterly mailing")

—Question 66C (responses = 3, 3): This goal is up to the student to achieve. I don't think Berkeley is the right place.

—Question 66F (responses = 4, 4): I think part D above is much more important

—Question 68 (response = 6): I came here knowing the drawbacks and the assets and have not been disappointed or surprised.

—Question 69 (response = 5): Courses are never quite as good as their descriptions.

1018—Question 15 (response = blank): Don't know.

—Question 16 (response = 0): Though doesn't mean I was "turned on to" by any.

—Question 39 A, B (responses = 0,0): I have no way of comparing.

—Question 68 (response = 4; student circled "mixed feelings")

1025—Question 16 (response = 3): Departments should be seperate from subjects because some of us dislike a department's (say Philosophy) approach to a subject; but we don't turn off the subject...we just don't take classes in it here.

—Question 35 (response = 3): There are more as time goes on-that is, there seems to be an effort.

—Question 37 (response = 1): No Way!!!

—Question 39 A (response = 0): I can only think of 2 minority students in the program-specific classes.

—Question 47 (response = 0): There are not any large (over 100).

—Question 48 (response = 0): In the college? Or the major?

—Question 67 A (response = 4): This is not necessarily true of my dept. per se.

—Added Note: 1. Penr is a structurally weak program. Thereare very few required upper division classes. These classes are loosely, if at all, connected. In none of these classes is there an opportunity for students to coherently integrate these courses. The structural weakness can, to some extent, be compensated for by additional academic work. However, advisors urge students into field studies rather than academic or thesis work.

2. Advising is capricious, incoherent and unrealistic. It is capricious because students are rarely asked for their preferences, abilities or needs; students are merely told "take this class" or, worse yet and more common, "here is a list of courses that fulfill that requirement, choose". There is no opportunity for a student to work out a coherent program. Advising is incoherent because advisors are arbitrarily assigned and reassigned by administrative fiat. It is unrealistic because advisors appear to have little knowledge and/or contact outside of Berkeley academia. That is, advisors are useless for information on graduate school or job opportunities.

POLITICAL ECONOMY OF NATURAL RESOURCES
(continued)

1025—Added Note (continued): 3. Students are either narrow-minded environmentalists who never heard of hunger, unemployment, sexism, racism, or war or they are totally uncommited students looking for a 'mick' major. (Penr has a well-deserved reputation as a 'mick'.) Very few students fall between.

4. Faculty...a small collection of narrow-minded and totally incompetent professors. (I wish to exclude Prof. S. Fairfax from all these comments.)

A. The faculty of Penr (or those who teach Penr courses) is narrow-minded. The majority of this faculty appears to have no extra-academic experience. Facts, opinions and ideas of the world (as presented by the faculty) are built not from real-world imagery, action and opinion, but rather from the fanciful imaginings of the academic vacuum. In order for a student to establish interaction of any kind with a faculty member, the student must quitely acquiesce to these biases.

B. Teaching (and communication with students) The faculty of Penr teaches its opinions, prejudices and biases as fact. The faculty is not open to different ideas, criticisms, challenges, or creativity and innovation. This department is concerned with social issues (e.g. environment, resource allocation, etc.), and often expouses "minority opinions" (opinions not widely accepted in the nation/world). However, the faculty is only concerned with problems they perceive as problems, and only those solutions they propose. This is an entirely conservative approach to education. In addition to a self-oriented conservatism there is a general "holier-than-thou" attitude toward those students who have not acquiesced.

Not only are we taught dogmatisms, we are taught dogmatically. As knowledge is food for thought, we are handed the food and requested to spit it back on command. Chewing and/or digestion are not expected, appreciated nor recommended. In fact such an approach on the part of the student is rejected. As a result tests and papers are pure academic masturbation. Comments and explanations on papers and grades are not thorough. These are laced with the intellectual and personal biases of professors and T.A.'s. Comments/grades are often, because of this, completely arbitrary. Asking for an explanation, let alone questioning a grade, results in retribution - verbal.

I left PENR for the reasons given. I do not speak only for myself. I can name people who have left for narrower fields (economics, polisci, chemistry) or equally broad fields (PEIS, Development Studies, other CNR majors) for many of the same reasons. Penr should be seriously re-evaluated for its coherency, relevancy, academic accreditation, and its benefits to students/university/community. It is sad to see an interesting and important topic undermined by incompetence.

Please note: I was enrolled in CNR with major in PENR until W'79. During Winter 79 I declared major (1-M) in L & S. I am answering this for PENR because I assume you don't know yet that I've changed. I was in Penr for 7 quarters, so I have enough information to complete this form.

1062—Question 30 (response = 3): Sometimes.

—Question 32 (response = 1): What do you mean—I feel a competition with time but not other students. I think the quarter system greatly increases the level of pressure.

—Question 39 A (response = 3): Depends on the faculty member, I don't pursue unrewarding acquaintences.

—Question 64 (response = 3): What is this supposed to mean? 50%? Or equivalent to proportion of women on campus? I think PENR has about the same proportion as the campus as a whole.

—Question 65 (response = 2): Proportion of minorities is low all over campus—PENR seems no worse.

—Questions 64, 65 (responses = 3, 2): These questions are poorly phrased!

—Question 68 (response = 6): I am very satisfied with academic matters, but feel that the pressure is much to high, even though PENR is not competitive but cooperative.

—Question 71 (response = 4): But the workload is always demanding and leaves me little time for supplementary activities. I have cut down my areas of involvement in order to survive at UCB.

—Added Note: Some suggestions: #32 ask "My major is excessively competitive." First—then look at response to 32. My major encourages cooperation among students, the competition is with time. Ask "Succeeding at Berkeley demonstrates a student's ability to survive stress." Then: "The factors contributing to high pressure are " (circle the appropriate). Then "This pressure adds to the value of the experience for me." (Agree-Disagree). Also: What does "enough" women and minorities mean? Ask "The proportion of women students in this program is ? compared to the proportion of women at Berkeley." And if you want a value judgement then ask for it clearly, "My department discourages women/minorities from full participation." (Agree-Disagree).

1066—Question 67 G (response = 4; student crossed out "adversity" and wrote in"university?")

—Added Note: This survey is quite typical of the alienating nature of University structure—everything geared to computer analysis—with an easy to quantify continuum.

I found myself unable to fit all my additional comments in the half inch of space available at the bottom of the questionnaire. The university may truly be interested in my level of satisfaction with my education, but at times I have a hard time convincing myself that this is the case. I will be graduating this quarter after an extremely satisfying educational experience-but that has not been totally due to the benevolent designs of the university. In fact, at times, I feel almost as if it is in spite of the university.

I left question 67-A blank because it lumps the educational experience with the "instructional process" into one category. Lectures, labs, assignments and "contact of all kinds with faculty" are put in the same category. While lecture, labs, and assignments have often (though by no means always) been extremely alienating experiences, my contacts with the faculty have been very important. I would have put a 1 by lectures, labs and assignments-but I would have put a 4 by contacts with faculty.

1074—Question 16 (response = 0; student circled "turned off to"): I've been turned on.

—Question 21 (response = 4): He may not like it?

—Question 67 B (response = 2): Usually as a further expansion on lectures.

—Question 68 (response = 6): And optimistically looking to the future 2 years.

POLITICAL ECONOMY OF NATURAL RESOURCES
(continued)

1074--Added Note: After my first quarter at UCB, I am a Junior transfer from College of Marin; I am surprised how conservative and cold people are to each other. Also it appears that the distance between the students isolates the instructor (Professors, T.A.) one step further away so there is very little contact.

Generally speaking classes are too large; why must the University profit maximize at the cost (double jeopardy) to the students.

1602--Question 38 A (response = 5): Excellent.

--Question 57 (response = blank): It does already, very well.

--Question 60 (response = 5; student crossed out "occasionally" and wrote "always")

--Added Note: I really enjoyed participating in the evaluation. One important point I feel inclined to point out is the severe lack of women professors. Also I'd like to see all classes evaluated in the Primer so new students can be forewarned of poor classes and so we can get a good thorough reference to class reputations.

POLITICAL SCIENCE

1112--Question 32 (response = 2): I need no force of competition to study.

--Question 65 (response = 3): I do not support artifical quotas or other barriers to education.

1115--Question 20 (response = 0): Who want to be lawyers and not rock the boat.

--Question 24 (response = 4): But no different than other departments.

--Question 25 (response = 1): Only took 4 classes in department--I won't take more.

--Question 27 (response = 0): I'm sure every program is "hard" to get an A in.

--Question 28 (response = 1): Petty test questions.

--Question 30 (response = 2): They need the time more than those with background who can study on own time.

--Question 33 (response = 5): Lack of political perspectives.

--Question 34 (response = 1): Never.

--Question 35 (response = 1): None.

--Question 39 B (response = 2): Social problems too. Not limited to U.C.

--Question 67 A (response = 2): Faculty in other departments much more help.

--Question 67 E (response = 4): Also TA friends, Grad student friends.

--Question 68 (response = 7): But not because of U.C., but contacts made here. Classroom time is often a waste of time.

--Question 70 (response = 1): Self-motivated, don't let them bother me with their irrelevant analyses.

--Question 71 (response = 2): How else can one learn?

--Added Note: No radical professors, no critical teaching, too few minority students (I'm white/male), professors out of touch with reality and uncaring of students, but these are problems of U.C. not only of my department-false dichotomies (i.e., social issues/science technology issues or political vs. economics).

No questions on professor's personal styles or possible sex harassment (though I know of none, it should be asked).

I wasn't sure how to answer. I do a lot of work outside of my declared major, and am highly motivated. Coursework has been of very little value to me. Most benefit is from fellow students, professors outside my department, T.A.'s in other departments, grad student friends, undergrad friends and political and community groups. LACK OF INTELLECTUAL VARIETY!

I go to the Geography department and Ag. Econ. department (Dick Walker and Alain de Janvry) and TA's in both of the above to get references or take courses. There are no Marxists in Poli Sci, and no courses on Marxist economics on the campus except for a 1-quarter class in econ., (while "capitalist economics" is taught for 2 years!).

The 2 Poli. Sci. TA's I had (for methodology) were totally incompetent as teachers of methodology.

I am interested in my field-agricultural development-independent of this school. Otherwise I'd have gotten disgusted and dropped out like so many others.

Tests are spit-back and don't encourage thinking independently. I screwed up a lot of tests because I spend a lot of time reading non-course material. But I feel my education is more full because of it, and that I am more developed due to my varied readings outside my field.

The grades are often meaningless (though certainly not always) and tests petty.

I am sure most of my criticisms are aimed at U.C. as a whole, so I'd rather not just pick on the Poli. Sci. department.

Dear Research People - Why no questions on sexual harassment?

1125--Added Note: T.A.'s got to go. They teach, assign and grade the whole course without enough attention to the professor's lecture. They are on a big ego power trip. Make classes artifically hard to appear tough as though they are of some value. They just got to gooo.

POLITICAL SCIENCE
(continued)

1141—Question 17 (response = 0): Perhaps-the information is there but I didn't seek it out.

—Question 21 (response = 2): They are accessible but hardly welcoming.

—Question 22 (response = 2): Perhaps between faculty and graduate students.

—Question 25 (response = 3): I can collect good "pro forma" recommendations.

—Question 27 (response = 3): "In between" only because all of Berkeley seems hard.

—Question 29 (response = 2): They are often misleading.

—Question 31 (response = 3): Superficially receptive, substantially inflexible.

—Question 32 (response = 3): I respond by blinding myself to too stressful competition.

—Question 34 (response = 2): No, they reflect department's basically conservative orientation.

—Question 35 (response = 1): Emphatic disagreement.

—Question 37 (response = 3): This generalization is impossible to make.

—Question 51 (response = 3): Mine were good but a bit theoretical.

—Question 52 (response = 2): At least not those taught by Gregor.

—Question 54 (response = 3): There are some: whether there is enough...?

—Question 58 (response = 1): They are self-interested officious bureaucrats.

—Question 61 (response = 3): They appear to be so but I have been given misinformation.

—Question 62 (response = 3): I had been led to expect as much or better at UCB.

—Question 66 C (responses = 5, 4): UCB's orientation is toward a continuation of abstracted academia rather than practical application.

1156—Added Note: The reliance on conventional testing and grading procedures, while perhaps necessary for most students, restricts the learning process to a very narrow range. Students are apt to learn only the required material and no more.

1161—Question 37 (response = 4): Depends on Professor. You pick the good ones not bad ones.

—Added Note: My most major gripes with my department, (Political Science) have to do with the role of professors. I realize the contraints under which they are placed (e.g., publish or perish) at a large competitive institution. However, I feel the quality of undergraduate instruction can and must be improved in two areas.

First, there is a glaring lack of career-professional guidance provided. Many if not all my professors are less than willing to offer advice suggestions or encouragement regarding career decisions. As my own experience I have felt little inspiration from professors regarding future graduate work or careers even when approached about the subject. (This does not reflect my ability for in two years at Berkeley I have never gotten anything but an A and will graduate with the highest academic honors.) I think the answer is that professors here feel it is not their job to be a motivating and counseling influence for undergrads. Here, I believe them to be seriously mistaken. For without this function are they not just turning out "another poli sci major" and adding to critics claims about the worthlessness of an undergraduate liberal arts degree!? The absence of this career guidance in part is responsible for the multitudes running to law school. Political Science degrees are equate with legal training not because this type of preparation is any better than English or Engineering but because law school is seen as the only white collar career option for an undergrad political scientist. Perhaps I am sensationalizing but the absence of career guidance and motivation is critical and a fundamental flaw of the undergrad experience at Berkeley.

Second, it is my experience that some prof's feel that a large class situation is an excuse for teaching less effectively. Large classes can be taught well and the effort expended by professors in smaller classes should be the same as when they face 400. While neither I nor the professors like large classes I submit that there should be no difference in effort expended. A large class is no excuse for poor teaching.

1162—Question 70 (response = 5): But that motivation came largely from 3 courses.

1168—Added Note: In general I've found the University and the Political Science department in particular have been impersonal and alienating. The Poli Sci major is a difficult one, although much of the faculty is quite good. Unfortunately class size is invariably much too large and it is impossible to feel any give and take in the learning process. Memorization is given priority over thinking, and the ability to regurgitate back to the professor what he has told the class is considered the test of what one has "learned".

Another gripe I have is that quite often it is not made clear exactly what is expected of the student in regard to papers, etc. Also the 'readers' tend to grade rather arbitrarily sometimes only putting down a couple of words as a comment.

Also there is no structure of any sort to the major, making it difficult for me, personally to make sense of the program. The courses seem unrelated, and I have the feeling that I'm not being prepared for anything, except an unemployed grad.

Looking over what I've just written here, I have the feeling that all of this has been said before by countless others and that nothing will be done about it.

1170—Added Note: In response to the questionnaire which was sent to me I feel it imperative to provide an additional commentary on my life at U.C. Berkeley so far, with special emphasis on the Political Science Department.

As the third quarter of my junior year is about to begin I look back and am thankful that I decided to come to Berkeley. The challenge that I sought has indeed been fulfilled. The course material has been interesting and worthwhile to me. The professors have filled my expectations to a tee. And it is this fact that provides my one complaint.

POLITICAL SCIENCE
(continued)

1170—Added Note (continued): Of the five POSC classes I have taken there is but one with which I have been utterly disappointed. In the winter quarter ('79) I took POSC 162 and felt as if I had been cheated. The complaint lies not with Prof. Jackson, for I feel that he is a capable and intelligent person. My disappointment is rooted in the fact that a class was taught which did not have a qualified person, (qualified in the sense that he had done research in the field - communications,) and as my other classes have taught by knowledgeable professors I feel that Berkeley let its students down.

I hope that I will not be forced to experience this again for I like Berkeley to eat too many bitter pills. Thank you for providing me with a chance to espouse my feelings, which have been very good overall.

1172—Question 37 (response = 3): With notable extremes.

—Question 45 (response = 4): With exceptions.

—Question 52 (response = 4): Depends on course. Difficult to generalize.

—Added Note: I would have liked to respond to more questions on my experience in other departments.

PSYCHOLOGY

1205—Question 39 B (response = 0): Can not say generally.

—Question 46 (response = 4): Or late hours, shortage of seating space.

—Question 51 (response = 4): Although problem solving and analysis are asked of in exams.

—Question 63 (response = 4): Not this program.

—Added Note: The low response rate of the survey may be due to the poor timing of the survey distribution—too close to finals.

1210—Question 38 A. B (responses = 2, 1): TA's can be major impediments in getting through the coursework in the psych. dept.

1218—Question 21 (response = 0): Not faculty advisor. Advisor is not faculty but she is a god send.

—Question 27 (response = 4): Depends on the class.

—Question 45 (response = 5): Not always. Most of the time.

—Question 46 (response = 3): Sometimes they are set up screwy.

—Question 54 (response = 2): Not needed.

—Question 68 (response = 6): It has been a very rough and painful experience, but the growing I have done in the last 3 years seems worth it.

—Added Note: Questionnaire format is kind of dry. It had a moderately influencial affect on me.

1221—Question 55 (response = blank): Yes and no.

—Question 57 (response = blank): I don't really care.

—Question 67 G (response = blank): What do you mean by "adversity".

—Added Note: The coursework is dull, dull, dull. What I've learned and what I've enjoyed here are due solely to my friends and myself, and San Francisco. Without these 3 items, Berkeley would be a worse snake-pit than Alamogourdo, New Mexico. The classes are huge, the students uninspired, the professors comfortable and pretentious. I have become actively apathetic here. The fact that I can get good grades (B's and A's) without going to class more than 3 times a month is an indication of the quality of education. If I didn't already think by myself, I'd probably stagnate forever here. The only thing worth anyting in Berkeley is "Flip City".

1226—Question 8 (response = 2): I had 2 visiting professors teach courses I was enrolled in and they know me by sight or name. I took a French class taught by a TA who knows me by sight.

1228—Question 26 (response = 1): Never enough comments.

—Question 46 (response = 1): Psychology is always offered so late - make it earlier.

—Added Note: It seems to me that a lot of professors here are more into research than into teaching—more professors should learn how to better relate to students. Also Psychology 100 series-make it earlier- give Psychology students a break-we don't want to be at school all night.

1241—Question 23 (response = 2): It varies extensively from teacher to teacher.

—Question 37 (response = 4): Varies!

—Added Note: "You get out of school what you put into"—the sooner you learn this, the better you'll feel about the whole process!

1249—Question 39 B (response = 5): In general there seems to be either more ignoring of minority students or arguing with them.

—Added Note: The Psychology major should offer more lab courses and encourage more student participation. The 100ABC courses are good—too good cuz they make intro courses like Psychology 140, 150 and 160 boring and diluted. Those courses aren't geared for majors.

PSYCHOLOGY
(continued)

1267—Question 36 (response = 1): I'm insulted by the fact that you even have the nerve to ask a question like this. Within the Ethnic Studies Department alone, there are only a handful of tenured faculty. I know the question asks about ethnic minority faculty in general, but even if one looks at Berkeley in general, one will still find an insignificant number of minority faculty.

This question reflects the overall ignorance of U.C. Berkeley with regard to minority faculty. There aren't enough minority faculty at Berkeley in general, let alone a single department. A question of this nature is merely tokenism. In the final analysis, minority faculty still constitute the lowest number of faculty employed at Berkeley.

—Question 57 (response = 4): In theory, the concept is a good idea, but in reality, the concept lacks concrete form. Generally students are given token positions on administrative or faculty type committees. Their vote, if they even get voting status, usually amounts to nothing. Students aren't given enough political clout to make any type of impact on decision-making. These are the primary concerns I have if the program you speak of is implemented.

—Question 65 (response = 2): I answer this question with qualification. With respect to Asians, I feel there is adequate representation. However, with respect to other minority people (Afro-Americans, Chicanos, Native Americans, Pacific Islanders, etc.) I feel there is inadequate representation.

This question relates to the general lack of knowledge and overall lack of committment U.C. Berkeley has toward minority people. In light of the Bakke Decision, Prop 13, and the Ethnic Studies cutback, again, I feel insulted.

SOCIAL SCIENCE FIELD MAJOR

1310—Question 19 (response = 1): Only 3 people did this.

—Question 21 (response = 5): I had, but he left.

—Question 24 (response = 1): Slottman is not at all interested, the others are.

—Question 33 (response = 4): Now that my adviser is gone.

—Question 34 (response = blank): Only about 3.

—Question 58 (response = 1): Very few faculty would.

—Added Note: Berkeley is a hopeless school, I have realised that I can do a lot on my own. The classroom is a waste of time. The professors exercise their little power over students esp. the Folklore department. They (professors) have a lot of ego problems and the students are their stage to act on their ego problems. And the stupid ombudus do not do anything about the problems. They are paid for nothing.

1318—Added Note: More people should be made aware of the flexibility in the Soc. Sci. major. All connected with the program have been very supportive and encouraging. Also sensitive to the needs of a re-entry woman.

1329—Question 21 (response = 5): True until very recently, with the departure of Paul Von Blum.

—Question 31 (response = 2): Few Faculty in any program are.

—Question 58 (response = 4): Faculty yes, administration -?

—Question 64 (response = 0): What should the proportion be?

—Added Note: The Social Sciences field major itself offers basically 2-3 departmental courses; thus many of the above questions were difficult to answer.

1330—Question 16 (response = 2): Difficult to say.

—Question 25 (response = 0): I've not been in major long enough.

—Question 32 (response = 2): I'm non-competitive, so...

—Added Note: In many ways, these questions were difficult to answer - insofar as I've only been an actually declared major for a short while and that Social Science major is independent and interdisciplinary - drawing on the entire university.

1342—Question 18 (response = 0): I have discussed these ideas with the specific department I'm interested in.

—Question 23 (response = 5): My contact has been fine.

—Question 28 (response = 5): Although in S.S. Fld. most work is papers.

—Question 38 A, B (responses = blanks): No TA's in S.S. Fld.

—Question 66 A- F: A major complaint I have about the "103" series is that the class ends up with a radical analysis of society which is fine except for the fact that the instructor will never admit this. In both my 103 classes, there was a high percentage of students who were unfamiliar with this perspective and when the course reached that point—they were completely lost.

—Question 69 (response = 6): Although I've nearly completed the S.S. Fld. major and have been satisfied with the innovative program it provides, I still think that the major itself was never clearly defined.

—Added Note: I think innovative programs such as the Soc. Sci. Fld. major should be maintained at UCB as an alternative to a highly structured major. The major should also be treated equal to other majors - i.e., seniors should have 2 quarters to write the senior thesis.

SOCIAL SCIENCE FIELD MAJOR

(continued)

1349—Question 38 A, B (responses = 0, 0): No T.A.'s in Soc. Sci. Dept.

—Question 40 (response = 0): Never took them.

—Question 58 (response = 5): With the exception of the Dept. Chairman: Slottman.

—Question 64 (response = 3): Very weird category - I hope you only use this to gauge whether women and minorities are "pleased" with the proportion. Might have been more interesting to compare with "courses in other departments".

—Question 65 (response = 4): Compared with other Social Sciences and Humanities courses. But not HIGH ENOUGH.

—Question 67 F (response = 4): Influencial in making me neurotic.

—Added Note: I am extremely disappointed with the lack of interest in interdisciplinary programs at UCB. I came here as a junior specifically for the DIGS Social Science major and now I'm watching it get cut to shreds (with the full co-operation of the department chairman). When I started at UCB I had been out of school for seven years. I had clearly formulated academic goals - an individual major perhaps would have been in order - but the savvy and footwork involved in setting up an individual major requires a knowledge of the terrain that few transfers (and probably few continuing students) acquire. The methodology courses I took in the department (with Jeff Lustig) were the most integrating experiences I've had at Berkeley and advising (from Jeff Lustig and Paul Von Blum)is clearly superior to that in other departments.

1358—Added Note: I'm very happy I got to reply to this questionnaire. If any inconsistencies seem to exist in my responses let me explain I really enjoy my major, but not the UC system as an institution. If I hadn't entered the Social Sciences program, I may very well have terminated my education 2 years ago. I feel the program is essential for many students, like myself, who need the opportunity and freedom to question theories and critically think. Most departments at UCB are so rigidly structured, I feel such needs of students are discouraged.

Please do not eliminate my major program! It is fundamental to the true meaning of a university-an arena to promote critical thinking.

(I will gladly participate in further questionnaires.)

1359—Question 17 (response = 0): Perhaps DIGS provides information about career opportunities for students with a BA, but they don't publicize it, and I have not been inclined to search for it yet.

—Question 35, 36 (responses = 0, 0): I have had few female instructors in the Social Science area, but with very few exceptions, the instructors I have had have been very good. I don't feel that the program is made or broken by the percentage of female or minority instructors, but rather by the caliber of instructors it employs. The concern for ratio of male to female and minority to non-minority instructors should be mostly one of fairness in higher qualified applicants. Methods for determining such fairness, of course, have not yet been perfected.

—Question 58 (response = 5): The faculty in the DIGS program has always shown a keen interest in its students. I trust this faculty in particular because I know it, not beasuse I tend to trust anyone in a position of authority.

1365—Question 55 (response = 4): Generally speaking.

—Question 63 (response = 4): Again, generally speaking.

—Question 68 (response = 7): On second thought, I'm never really satisfied, though not necessarily dissatisfied.

—Question 71 (response = blank): Relative to what?

SOCIAL WELFARE

1401—Question 32 (response = 3): I would do well in any institution.

—Question 33 (response = 1): Did not need any help.

—Question 36 (response = 1): I haven't seen any!

—Question 53 (response = 3): Field work is immense - dependent upon placement.

—Questions 51, 52 (responses = 3, 3): Berkeley's teachings are purely theoretical - No practical information. I would not employ anyone from Berkeley.

—Question 55 (response = 1): Extremely poor program.

—Question 56 (response = 3): A student association began just this quarter.

—Question 61 (response = 3): One secretary—often too busy.

—Question 70 (response = 1): Education so poor—must depend on self to make up for this—work experience.

—Question 71 (response = blank): Faculty/Coursework—disasterous—Must initiate own educational endeavors in an attempt to gain any significant experience.

SOCIAL WELFARE
(continued)

1406—Question 39 A (response = 0): There are few men in this program. They have a tendency to "stick out," and be encouraged to promote male interest in Social Welfare, but they are not favored in any real sense.
Generally, I have been extremely satisfied with the program. My only dissatisfaction is with the method used for choosing field placements. I don't believe enough consideration of students' ideas, nor are there enough alternatives.

1415—Question 61 (response = 4): So true—Ronnie London.

--Added Note: Why are you stuck on women and minorities. I thought this questionnaire was dealing with my feelings about UCB—its professors, classes, etc.?

1434--Added Note: In the Social Welfare major, the student has little or no contact with the faculty or department until the junior year---so, much of the information you're interested in is difficult to give. This quarter I'm taking my first course in the department, so I have only one basis on which to judge.

1453—Question 16 (response = 2): Soc. 179 - very narrow approach all psych.

—Question 19 (response = 3): Do this on my own-hardly ever seek the advice of others.

—Question 20 (response = 2): Want nothing to do with you until a Junior.

—Question 22 (response = 1): There might be opportunities but generally have their own goals for you to meet-not your own ideas of what to do (fieldwork).

—Question 23 (response = 0): Because they met expectations so now I don't care.

—Question 26 (response = 1): None have been.

—Question 27 (response = 3): Don't want to play the games to get an A.

—Question 28 (response = 4): Not in most/some.

—Question 29 (response = 1): Hardly ever.

—Question 30 (response = 5): Some just start with "review" too much time on background - class contents.

—Question 32 (response = 1): I hate competition - self motivated.

—Question 35 (response = 1): Don't know any.

—Question 37 (response = 3): At a point now where I don't feel I am learning anything new.

—Question 39 B (response = 3): Are aware of the problems so try to be egalitarian.

—Question 42 (response = 3): What can be expected at an undergraduate level

—Question 45 (response = 3): Most are.

—Question 48 (response = 2): Few.

—Question 54 (response = 2): Had to find this outside of the major.

—Question 56 (response = 5): Don't think there is one.

—Question 68 (response = 7): Glad I went to school here and experienced it.

1455—Question 50 (response = 4): Research reading books.

—Question 58 (response = 2): Not undergrad needs.

1470—Question 70 (response = 2): Some coursework is too tough to handle, i.e., Econ 100B.

SOCIOLOGY

1505—Question 38 A, B (responses = 0, 0): I've only had 1 Sociology T.A. and she was both A and B.

—Question 46 (response = 5): Definitely!! I only plan to stay here for 2 years.

—Question 51, 52 (responses = 0, 0): Haven't taken the methods class yet.

--Questions 56, 57 (responses = 2, 4): I have been at U.C.B. since Fall 1978 (2 quarters). During the Fall Quarter, there was a general meeting for Sociology majors. As far as I can remember, this meeting was advertised only in the Daily Cal under its "Activities" section and on the door of the Soc. Dept. and on the elevators right next to the department office. Anyway, about 6 people showed up for the meeting. There was some discussion on what students could do - such as organizing an undergrad group, serve on committees, plan social get-togethers, etc. However, nobody, including myself wanted to take responsibility for carrying out any of these suggestions. There have been no other meetings that I know of since then.

Also during one of the 2 quarters, there was a representative from U.C.L.A. Soc. Grad. Dept. He was available for consultation for one day beginning in the morning and lasting the afternoon. I spoke with him at noon and was informed that I was the first student to speak with him.

I take these two situations to mean that the Soc. students here are either 1) uninterested in, 2) unavailable for, 3) uninformed - or a combination thereof - about these meetings.

Late last quarter, a newsletter was given out to students taking Soc. classes. I feel this is a step in the right direction toward informing students. However, I feel that most of the students here in the department, or maybe at UCB in general believe that it is "every man for himself".

SOCIOLOGY
(continued)

1523—Question 56 (response = 1): Sent the notices!

—Added Note: I'm glad you're doing this. I hope it has some effect on my dept.!

1525—Question 35 (response = 1): There are not anywhere near enough women!

—Question 36 (response = 1): Same here!

—Question 38A (response = 0): Because no T.A.'s!

—Question 38B (response = 0): Hardly any experience with them.

—Question 54 (response = 1): Not enough feminist, 3rd world, leftist thought. Not enough profs into these.

—Question 57 (response = 5): I feel this extremely important!

—Question 58 (response = 1): I do not feel faculty members take student needs into account. I don't trust faculty members to do that.

—Question 59 (response = 1): Only one evaluation out of three.

—Question 60 (response = blank): Faculty should always let students evaluate every class.

—Question 64 (response = 3): But I'm not sure if its 51%. Only then would I consider it "right".

—Question 65 (response = 2): Especially women of color.

—Question 67A (response = 4): Because you're involved with this daily.

—Question 67B (response = 1): I hardly ever get chances.

—Question 67C (response = 4): I have found in two organizations I've been involved with, that the University of California does not care about student democracy.

—Question 67G (response = 4): Work has affected my grades negatively, made me tired, gave me something to clear my mind and made me feel different than other students.

—Question 68 (response = 5): But mixed in that I have a lot of awareness that's frustrated, and also have anger toward U.C.

—Question 69 (response = 5): Have had experience with sexual harassment. UC does not seem to care.

1527—Question 16 (response = 1): The Brk class was a positive force in turning me off. I recognized the limitations of the subject matter and the conservatism of the subject thru the Berkeley class.

—Question 17 (response = 0): I never planned on stopping at A.B. level so I never checked into it. In general, there are few areas in the economy for which an A.B. is sufficient.

—Question 19 (response = 5): This gets a 5 only because of the phenomenal efforts of the Soc undergraduate advisor - Laura Bond. She's fantastic.

—Question 20 (response = 0): Here, as in 17, it's hard for me to assess this dimension. I knew long before I formally declared my major that I would declare it as sociology. I had little need for an orientation into the program.

—Question 21 (response = 5): Laura Bond.

—Question 22 (response = 1): I strongly disagree with this statement on fundamental grounds - NO faculty person in department on this campus is as accessible to undergraduates as s/he should be and the sociology department is no better or worse than the norm.

—Question 23 (response = 1): Although I have had much interaction with the faculty it has always been after weeks of trying to contact the person(s). The faculty here are simply not easily accessible to undergraduate students (this is not to say that some aren't. I'm sure some are, but I've been in other universities where professors are much more accessible than the profs at Berk.)

—Question 27 (response = blank; student circled "rigorous" and put a question mark above it): Refuse to answer - I object to the normative judgement I would have to make.

—Question 29 (response = blank; student inserted a slash between the words "cover" and "and" in the question): I would strongly agree with the 1st part of the statement (up to my slash mark) but I would strongly disagree with the 2nd part of the statement.

—Question 32 (response = 1): Cutthroat competition and suspicion is not conducive to learning.

—Question 34 (response = 3): Some do (the younger ones), some don't.

—Question 38B (response = 5): (Sometimes they are better in this respect.)

—Question 39A, B (responses = 3, 0): There have been so few Third World students in my classes that I cannot sufficiently answer this.

—Question 41 (response = 1): I'm interested in law and society - the only course dealing with the relationships between the 2 has not been offered for the entire 3 1/2 years I've been here.

—Question 54 (response = 1): There could never be enough.

—Question 58 (response = 4): I would agree. If you are talking about grievances vis-a-vis the administrative apparatus or vis-a-vis specific instructors I would strongly disagree (viz: the dept's and the UC administration's handling of the issue of prof's (male) sexually harassing women students).

—Question 68 (response = 5): I get a lot out of everything I do because I work at it - thus all the 4's on 67 - but I really wish more UC students would take an interest in things which affect our lives - e.g.: divestment in South Africa, UC nuclear weapons labs, the Revolution in Iran, social service cuts in the US, etc., etc. I'm very disappointed with the apparent apathy of 95% of UCB's students. Our only power lies in our numbers.

SOCIOLOGY
(continued)

1533—Question 65 (response = 2): Although Sociology probably has a higher ratio of Women and Minorities than most other UCB departments, I feel it is still much too low!

1545—Added Note: I just changed my major from Social Welfare to Sociology in Fall 1978. The reason for this change was my immense dissatisfaction with the S.W. Field Placement Advisor...! I've heard a lot of complaints about him from other S.W. majors. I hope the S.W. department will investigate this matter...

1549—Added Note: Jeff Koon - Thanks for being the only person who ever sought out my feelings toward my undergraduate education in the 4 years since I've been attending CAL. I'm rooting for you for a regent position.

1554—Question 38A, B (responses = 2, 2): Bad part of the Soc. Dept. compared to other Dept's . The T.A.'s are generally lazy.

—Question 47 (response = 3): Depends on subject.

—Question 54 (response = 2): And the ones that do are not well structured i.e., Polatnick, Soc. 130.

—Question 55 (response = 4): For some, not others.

—Added Note: The Sociology Department offers a wide variety of courses, but these courses are usually: 1) unstructur disorganized lectures, little connection between lecture and assigned reading), 2) unchallenging (material taught is usually very commonsenseical, nothing profoundly intelligent), 3) uninteresting - The faculty makes little effort to make lecture interesting or are totally unopen to any comments that refute their particular perspective.

In comparison with other Departments, Sociology requires the least work, while giving a high percentage of A's and B's - which is why most people take Sociology classes for marks.

1555—Added Note: Part of the problem here is the subject matter I'm interested in is not offered here at Berkeley. This school is far too technical - they don't offer an education program for undergraduates or special education. These programs which have any hint of practicality outside of engineering are extremely limited.

1575—Question 37 (response = 1): Often totally out of touch with reality (current student interests).

—Question 39A, B (responses = 0, 0): I would be interested in finding out exactly what #39 A & B are intended to measure - typical Berkeley (an entire questionnaire could be devoted to this).

APPENDIX D

ACADEMIC REVIEW UNIT REPORTS
(including those receiving substantial consultative support)

1. Jeff Koon (compiler), Social Science-Related Programs at Berkeley. (Berkeley: ASUC Academic Affairs Office, 208 Eshleman Hall, University of California, 94720; 415-642-0256; November 1979.)
2. Anne Hafner (compiler), Basic English at Berkeley: The Students' Assessment of Subject A. [Forthcoming pending adequate funding for editing, typing, publication from the Council on Educational Development.]*
3. Carlos Rios (compiler), The Chicano Studies Program at Berkeley: An Evaluation by Its Alumni. (September, 1979.) [Funded by ASUC Academic Affairs Office Mini-Grant Program.]*
4. Paul M. Nichols, Christine Onorato, Donne Pensky (undergraduate committee) and Christian Marouby, Eilene March (graduate committee), Department of French: Reports by Students of French to the Letters & Science Ad Hoc Committee to Review the Department. (April 1979.)*
5. Jeff Koon and Austin Allen, "Undergraduate and Graduate Enrollments of Blacks and Chicanos in Fall 1978, and Change Since Fall 1974 [at U.C. Berkeley]." (April 1979.) [Workload not recognized by funding authority.]*
6. Jeff Koon (with Austin Allen), "Acceptance/Persistence Rates of Women Students in Graduate Study, by Level, and FTE-Utilization of Qualified Women on the L & S Faculty, by Department [at U.C. Berkeley]." (December 1978.) [Workload not recognized by funding authority.]*
7. Jeff Koon (compiler), Lower Division Education at Berkeley: The Students' Assessment. (October 1978.)*
8. Andrew Hanami (compiler), Evaluation of the Undergraduate Programs in the Department of Instruction in Biology and the Zoology Department. (August, 1978)*
9. Jeff Koon, the faculty workload and student/faculty ethnic minority and women faculty tables in Mark Courtney, "Academic Affairs Office Statement on Faculty Teaching Workload, Student Participation, Educational Policy and Social Responsibility." (April 1978.)* [Workload not recognized by funding authority.]
10. Carol Brewer and Jeff Koon (compilers), Evaluation of Undergraduate Study in the Pre-Health Sciences at the University of California, Berkeley, 1977. (May 1978.)*
11. Jeff Koon, "Undergraduate Education at the University: A Low Priority." (November 1977.)* [Workload not recognized by funding authority.]
12. Jeff Koon (compiler), Life Science-Related Departments and Programs at Berkeley. (September 1977.)*
13. Jeff Koon (compiler), Selected Humanities Departments at Berkeley. (August 1977.)*
14. Andrew Hanami (compiler), The Undergraduate and Graduate Major Program [in] History of Art. (August 1977.)*
15. Jeff Koon (compiler), The Undergraduate Major Program in Spanish. (July 1977.)*

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*The publisher is in all cases the same as in the first entry.

Appendix D
(continued)

16. Stanley Mar, "The Undergraduate Programs in Art (& Art History and Music)." (Spring 1977.)*

17. Erica Baum et al., *An Academic Review of the School of Social Welfare's Undergraduate Group Major*. (Spring 1976.)*

18. Jill Breslav et al., *An Academic Review of the Undergraduate Program of the Department of Political Science*. (Spring 1976.)*

19. Paul Dreyfus et al., *An Academic Review of the Undergraduate Program of the Mathematics Department*. (Spring 1976.)*

20. Bob Pena et al., *Report of the ASUC Academic Affairs Committee to Review the School of Journalism*. (August 1975.)*

21. Warren Kinsler, Bob Pena, et al., *Report of the ASUC Academic Affairs Committee to Review the New Program in Law, Society, and Criminal Justice*. (July 1975.)*

22. Richard Harrison, Jeff Koon, Bob Pena, Jeff Dornbusch, Martha Cohen, Debbie Fahey, and Winston Chao, *Report of the ASUC Academic Affairs Criminology Review Committee*. (October 1974.)* [Report precedes the initiation of the ASUC Academic Review Unit.]

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*The publisher is in all cases the same as in the first entry.